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ABSTRACT

A summer research project in the teaching of reading to inner-city children through the utilization of Catholic school personnel as volunteer workers is described. Chapter 1 describes the origin and development of the project--a statement of its purpose, a proposal requesting Federal aid, establishment of criteria for selecting students, plans for recruitment of personnel, and a summary of the results. The second chapter describes the program in more detail. Summaries are given of (1) the total professional personnel, 78 percent of whom were religious and the remaining 21 percent lay people; (2) the student population of 502 pupils, the majority of whom were Negro or Spanish surname and almost equally divided as to enrollment in nonpublic and public schools; (3) the instructional program; and (4) curriculum materials used. Chapter 3 presents an evaluation of the project by listing the results of pretests and post-tests and various questionnaires which were responded to by teachers, administrators, secretaries, aides, students, and parents. The final chapter summarizes conclusions and offers recommendations for continuing and expanding such centers in other cities. Appendixes and tables are included. [Not available in hard copy due to marginal legibility of original document.] (DH)

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CALIFORNIA "RIGHT-TO-READ" INTERVENTION MODEL

Joseph P. McElligott, Jr.
Education Progress Center
Archdiocese of San Francisco
443 Church Street
San Francisco, California 94114

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

For many years, California's Catholic School Administrators have been aware of the quality of education provided by Catholic school personnel for disadvantaged children of the inner-cities.

Public school educators often have discounted the superior academic performance of parochial school youngsters by claiming that parochial schools were highly selective in their enrollment policies. Last summer's "Right to Read" project proves that parochial school personnel have significant success with inner-city youth who are identified as "below grade level" by their public school principals.

Parochial schools have hundreds of educational plants in California's disadvantaged neighborhoods. Professional educators who staff parochial inner-city schools are anxious to maximize their service to the community. Last summer's "Right to Read" project proves the capability and feasibility of utilizing the nonpublic school sector for inner-city remedial work.

The federal government has a legitimate concern in the education of the Nation's youth. With some widespread dissatisfaction with the success of public education for inner-city youth, attempts to improve student performance through contracts with private firms have been encouraged. Last summer's "Right to Read" project proves that nonpublic school educators perform outstandingly at minimal cost. Under achieving students showed a semester's progress in five weeks at a cost of only $77.00.

Special credit for the success of last summer's project and the preparation of this report is due to: Sister Bernadette Giles, P.B.V.M, and Miss Patricia M. Dignan. Their efforts, above and beyond the regular workday of the project, are another example of the dedication of California's nonpublic school personnel to inner-city youth.

Joseph P. McElligott
Education Representative
Catholic Schools of California

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CHAPTER ONE

ORIGIN AND DEVELOPMENT OF CALIFORNIA RIGHT-TO-READ PROJECT - 1970

Early in 1970, the Education Progress Center of the Archdiocese of San Francisco submitted a proposal to the United States Commissioner of Education for a summer research project in the teaching of reading to inner-city children.

The purposes of the project were three-fold:

1. To assess the feasibility of utilizing Catholic parochial school personnel as volunteer workers conducting summer reading intervention programs

2. To improve the reading skills of 550 educationally disadvantaged youth recruited for a summer program from inner-city public, parochial, and private schools

3. To disseminate results of a pilot study for replication by parochial personnel in other cities of the United States

The proposal was prepared by Mr. Joseph P. McElligott, Education Representative of the Catholic schools of California. On January 12, 1970, the proposal was transmitted to Commissioner James E. Allen and Dr. Glenn C. Boerrigter of the United States Department of Health, Education and Welfare by Reverend Bernard A. Cummins, Superintendent of Schools of the Archdiocese of San Francisco.

The proposal requested $40,000 in Federal funds to be used for the following purposes:

1. Planning and organizing the project in cooperation with public school districts

2. Recruiting volunteer personnel as administrators, teachers, and aides

3. Conducting a pilot reading program affecting 550 inner-city children in grades 1 through 8

4. Evaluating pupil progress and program organization

5. Disseminating project results

The unique feature of the proposal was the use of volunteer parochial school teachers who would receive a modest stipend for their maintenance during the period of their summer service, but no salary. Religious instruction was not included as part of the program. Educationally disadvantaged students were to be recruited from public, parochial, and private schools without reference to their creed, race, or place of national origin. Four fully equipped parochial elementary schools located in target areas of San Francisco and Los Angeles were offered as sites for the summer project.

Upon approval of the project by the Bureau of Research of the United States Office of Education, the project director proceeded to implement the details of the proposal. These included the following:

1. The establishment of an advisory board
2. The establishment of a project planning task force
3. The selection of the sites for the summer schools
4. The selection of principals, teachers, and volunteer workers
5. The establishment of criteria for the recruitment of students
6. The recruitment and screening of students for the summer project

Letters were sent to the pastors and principals of schools in the target areas of San Francisco and Los Angeles, explaining the goals of the project and asking for bids for the use of school facilities during the summer. The four schools selected by the project director were the following:

1. St. Agnes School, 755 Ashbury Street, San Francisco
2. St. Joseph School, 220-10th Street, San Francisco
3. St. Michael School, 45 Farallones Avenue, San Francisco
4. Our Lady, Queen of Angels School, 725 N. Hill Street, Los Angeles

A project coordinator, project leaders, and a coordinator of volunteers were recruited. They in turn proceeded to screen principals and teachers to staff the summer schools. Principals were expected to have a minimum of two years experience in inner-city teaching. Teachers were required to have proven capabilities in reading instruction with disadvantaged children.

The following characteristics of students were established as criteria for the selection of students for the program:

1. One year or more below grade level in reading

2. Absence of serious emotional or physical handicaps

3. Potential to reach grade level achievement in reading

4. Parental commitment for child's regular attendance in summer session

Project leaders and the coordinator of volunteers prepared and disseminated information to both public and non-public schools in the areas selected for the summer project. The administrators of the program in San Francisco had the additional services of the program assistant to non-public schools under Title I of the ESEA program operated by the San Francisco Unified School District.

A total of 622 application forms were screened in anticipation of an enrollment of 550 students. The final selection of students for testing was made by school principals, based upon their personal knowledge of the applicants from their respective schools, and their conformity to the above-mentioned criteria for eligibility. For several reasons no requests were made for pupil IQ scores or achievement levels in reading and math:

1. The gathering of such data by teachers and administrators at the end of the school year could be a deterrent to the total recruitment process

2. Accepting children without such data would eliminate the possibility of a pre-segregation process, identifying children in advance as being more or less likely to succeed in the reading project

Concurrent with the selection of staff, volunteers, and students, was the selection by the program assistant of testing materials, and reading and math curriculum materials to be used in the project, as well as the setting-up of the in-service training program called for in the project proposal.

Two important developments took place in the volunteer recruitment program:

1. The hiring of teen-age volunteers through the Neighborhood Youth Corps program, thereby providing work opportunities for disadvantaged inner-city youth

2. The establishment of a working relationship with the education department of the University of San Francisco whereby the University's Laboratory Course on Reading in the Elementary School was based at St. Agnes School. Graduate students in the class were given the opportunity to work with children in the Right-to-Read program, under the direction of their professor and in collaboration with the master teachers staffing the summer center.

Evaluation services were provided by a volunteer graduate student at San Francisco State College, whose identification with and contribution to the program were approved by the proper authorities of the college.

The summer project proceeded on schedule. The in-service training program began on June 22 and continued through June 24. The two days following were given to individual testing of the children. Five weeks of instruction and additional in-service training followed. The program culminated with two days of post-testing of students and three days of evaluation by teachers and staff of the total program.

The following is a summary of the results of the California Right-to-Read Project:

1. 502 children completed the five weeks reading intervention program

2. Of this number, 52 (10%) were Caucasians and the remaining 450 (90%) were members of minority groups, mainly Negroes and children with Spanish surnames

3. According to the Gates-McGinitie pre- and post- testing results, the average gain in reading was 5.1 months, or approximately one semester in the five-weeks' instruction period

4. According to the Wide Range Achievement Test pre- and post-testing reading scores, the average gain was 9.1 months during the instruction period

5. The average growth in reading for children using the Sullivan materials was 5.5 books

6. According to the WRAT pre- and post- testing mathematics scores,the average gain was 7 months, or the equivalent of more than a semester's progress in math

7. The average growth in mathematics for children using the Sullivan materials was 2 books

8. The per capita cost to the Federal government was $79.66 per student

It is clear from the above statistics that the California Right-to-Read project achieved the goals for which it was created:

1. A total of 35 parochial school teachers, receiving an allowance of $75 per week, served 502 children in the summer reading intervention project

2. The reading and math skills of the enrollees advanced by a gain of more than 5 weeks, the time allotted for the instructional part of the program

3. The students came from both public and non-public schools. In the San Francisco area the distribution was approximately one-half public school (49%) and one-half (51%) non-public school children. In Los Angeles, the majority of children were drawn from non-public schools (95%) and the remaining 5% from public schools.

4. The project served inner-city children, 90% of whom were identified as members of minority groups, and the remaining 10% as Caucasians living in poverty areas of the cities

5. Local institutions of higher learning were participants in the program, as recommended in the project proposal

6. Volunteers were recruited from among community residents and parents of the children

7. Evaluation schedules were used at every phase of the project, beginning with the in-service training program, and covering all categories of participants, as well as student progress and attitudes, and the materials selected for testing and curriculum

8. Summary reports were prepared for the Federal government funding the project and disseminated to all Catholic school departments of education throughout the United States

The chapters which follow contain the details of the organization of the California Right-to-Read project, curriculum materials used, successful classroom procedures followed, and other pertinent data considered to be of value in directing Catholic school departments of education in the future in the setting-up of similar reading intervention projects. Special attention will be given to recommendations made by participants in the 1970 program in the hope that their experiences as pioneers in a pilot program will open up the way to even more successful summer sessions during the years to come.

CHAPTER TWO

PROCEDURES AND METHODS USED IN THE CALIFORNIA RIGHT-TO-READ PROJECT

A. ESTABLISHMENT OF AN ADVISORY BOARD

Immediately upon confirmation of the approval of the California Right-to-Read Project, the project director moved to set up an advisory board as provided for in the project proposal. Letters were sent to the following organizations:

San Francisco Teachers Assocation
San Francisco Federation of Teachers
San Francisco Unified School District
California State Department of Education
San Francisco College for Women
Bank of America
Pacific Telephone Company *

All but two of the above groups sent a representative to an advisory board meeting which was held at one of the proposed centers in March, 1970.

The advisory board approved the following procedures as outlined by the project director:

Selection of staff
Selection of students
Selection of center schools and feeder schools
Purchasing of materials
Articulation with non-public schools
In-service education
Final evaluation of the project

It is significant that from the outset of the program, non-public school representatives and representatives from teachers' groups were included in the planning phase of the project. At no time were there fears expressed that the program would interfere with the summer schools proposed by the local school districts. At no time was there any hostility to the idea of parochial school teachers volunteering their professional services to public school children during the summer.

One of the members of the advisory board returned as keynote speaker for the in-service training program. A progress report was sent to members of the board during the month of July, but it was not considered necessary to call a second meeting of the advisory board once the project had been launched.

* See Appendix A-C

B. ESTABLISHMENT OF A PROJECT PLANNING TASK FORCE

The project called for the establishment of a project planning task force with the following representation:

Supervisor, Archdiocese of San Francisco
Superviosr, Archdiocese of Los Angeles
Education Departments of cooperating universities
Compensatory Education Director of San Francisco Public Schools
Compensatory Education Director of Los Angeles Public Schools
Project Director

Members of the project planning task force met and further refined the specific recommendations of the advisory board relative to the following:

Establishment of volunteer recruitment procedures
Recruitment of teaching personnel
Recruitment of project leaders
Selection of principals of schools
Selection of an evaluator
Establishment of a timetable for operations

The implementation of the accompanying chart * was developed by the members of the project planning task force and the project director. It provided the framework for the recruitment and hiring of assistant project leaders, teachers, volunteers, secretaries, and custodians. The original plans called for the inclusion of a nutrition program in the summer project, but this item had ultimately to be phased out because of the unavailability of free or low-cost food during the summer.

The project planning task force evolved into a project program and planning committee which implemented the recommendations of the task force and continued with the project until its conclusion. This committee was composed of the project director, the projector coordinator, the project leaders, and the coordinator of volunteers. The project director supervised the total operation from his office in Sacramento; the project coordinator directed the day-to-day procedures of the program; the project leaders in San Francisco and Los Angeles implemented the recommendations and directives of the project director and the project coordinator; the coordinator of volunteers supervised the work of the aides assisting in the program. **

* See Appendix D

** See Appendix E - H

C. SELECTION OF CURRICULUM MATERIALS

Once an account was set up in a local bank, the program assistant for non-public schools (ESEA) proceeded to order the instructional materials for the program. Two considerations were paramount in the selection of such materials: (1) Articulation with local public schools and (2) opportunities for individualized instruction. The curriculum materials selected for the project were the following:

Language Arts

McGraw-Hill: Sullivan, Programmed Reading
Encyclopedia Britannica: Van Allen, Lanuage Experiences in Reading, Levels I, II, and III
Scott-Foresman: Greene (ed) What's Happening, grades 7 & 8
Scholastic: Individualized Reading Units, Gr 4
Spoken Arts: Talking with Mike tapes
Units of paperback books of high interest,low vocabulary level and multi-ethnic backgrounds: assorted titles

Mathematics

McGraw-Hill: Sullivan, Programmed Math
Singer: Sugge, Individualized Mathematics Kits

In addition, arrangements were made for the use of Title I equipment, instructional materials, and resource center located at St. Agnes School, one of the four centers chosen for the summer program.

D. IN-SERVICE EDUCATION

A most important feature of the Right-to-Read Project was the in-service training program. Maximum use was made of the professional personnel already working in the program. Publishers of curriculum materials selected for the summer classes also contributed to the in-service training program by providing specialists who interpreted and explained the use of their materials. The accompanying calendar outlines the activites and time schedules for each day of the in-service education program.

Concurrent with the in-serivce training program designed for teachers was the workshop provided for new teachers'aides by the coordinator of volunteers. Aides were initiated into the philosophy of the reading program and were instructed in methods and techniques of tutoring children on a one-to-one basis, helping them to operate in small group situations, and assisting them to make use of multi-media materials. They were also introduced to ways and means by which they could be most helpful to teachers, both inside and outside the classroom. *

*See Appendix I

E. RECRUITMENT AND SELECTION OF PERSONNEL *

The project director, assisted by the project coordinator, the project leaders in San Francisco and Los Angeles, and the coordinator of volunteers set about the task of publicizing the project and screening principals, teachers, and secretaries who applied for work in the summer project. Informational letters and application forms were sent to congregations of religious men and women, bulletins were released to the press, and personal invitations were extended to individual teachers to participate in the reading program. No applicants were accepted who did not meet the specified requirements and whose application forms were not accompanied by two letters of recommendation from responsible reference persons.

The following table gives a summary of the total professional personnel of the summer project, including the secretaries:

	Religious			Lay	
	Priests	Sisters	Brothers	Men	Women
Director				1	
Coordinator					1
Leaders	1	1			
Coordinator-Volunteers		1			
Principals		4			
Teachers		21	1	3	3
Secretaries		3			1
	1	30	1	4	5

The above figures reveal that of a total staff of 41 persons, 32 (78%) were religious and the remaining 9 (21%) were lay people. It is significant that 40 individuals (97%) were parochial school personnel and only 1 (3%) of the total was a non-parochial school person. She was the project coordinator who was hired to work in the summer program because of her special expertise in working with government-funded projects.

*See Appendix F -H

Aides for the program were recruited by the coordinator of volunteers who made use of the following resources for informing the community of the forthcoming summer program:

. . . The local Catholic Archdiocesan Social Justice Commission which circulated news of the project in its newsletter
. . . The San Francisco Summer Happen-Thing, a coordinated community effort to provide jobs for youth during the summer
. . . The University of San Francisco which used St. Agnes Center as the focal point of a summer session reading course in its teacher-training program
. . . The parents of children in the Right-to-Read program who were invited to volunteer their services shortly after the commencement of the instructional period.

As a result, 51 volunteers were incorporated into the program. They included the following:*

	No.	%
High school students	24	48
High school graduates	8	15
College students	6	12
College graduates	6	12
Teachers	6	12
Elementary school student	1	1
	51	100%

*See Appendix J

F. SELECTION AND DESCRIPTION OF STUDENT POPULATION

A total of 622 application forms were processed by the project directors. From this number, 547 children (88%) were tested in the first days of the program. Of the total number tested, 502 (91%) completed the summer classes. An attrition rate of 9% is considered to be a small drop-our rate for a summer vacation school. Future administrators of a summer program could therefore safely allow for an initial testing of a population in excess of the desired enrollment by around 10% .

The data above may be shown graphically in the following table:

Center	No. of Applicants	No. Tested	No. Enrolled	Rejections of Applicant Drop-Outs	Enrollee Drop-Outs
St. Agnes	160	146	132	-28	-14
St. Joseph	124	100	96	-28	-4
St. Emydius	153	160	155	- 2	-5
O.L.A.	185	141	119	-66	-22
	622	547	502 (91%)	-122 (19%)	-45 (9%)

Since the Right-to-Read project was intended for children in inner-city neighborhoods, one would expect a large enrollment of minority-group children. The racial breakdown for the 1970 program was as follows:

Center	Caucasian	Negro	Oriental	Spanish Surname	Others	Total
St. Agnes	15	82	7	6	22	132
St. Joseph	11	20	1	59	5	96
St. Michael	13	118		22	2	155
O.L.A.	13	3	1	103		119
	52 (10%)	222 (44%)	9 (2%)	190 (38%)	29 (6%)	502

It is significant that 450 children (90% of the total) who completed the summer project were members of minority groups. Of the total number of minority group children, 222 (49%) were Negroes, 9 (2%) were Orientals, 190 (42%) were children with Spanish surnames, and 29 (7%) were identified as children of other non-Caucasian groups.

Basic to the Right-to-Read project was the involvement of both public and non-public school children. Project leaders personally interviewed principals of all schools whose students were eligible for enrollment,and distributed application forms to them. The final distribution of public and non-public school enrollees was as follows:

Center	Public	Non-Public	Total
St. Agnes	61 (46%)	71 (54%)	132
St. Joseph	33 (34%)	63 (66%)	96
St. Michael	92 (60%)	63 (40%)	155
	186 (49%)	197 (51%)	383

It can be seen from the above that the distribution of students in San Francisco was about equal between enrollees from the public schools and those from non-public schools.

In Los Angeles, the ratio of public to non-public school students was not comparable to that in San Francisco. The teachers' strikes, which immobilized the public schools of Los Angeles, prevented recruitment of public school students.

Center	Public	Non-Public	Total
O.L.A.	6 (5%)	113 (95%)	119

At no time in the course of the summer classes were the children grouped according to their school background nor were comparisons made regarding the performance of the two groups. Teachers and administrators were concerned only with helping the children, and it made no difference to them whether a child came from a public or non-public school.

The ratio between boys and girls attending the summer schools was about equal as can be seen from the accompanying table:

Center	Boys	Girls	Total
St. Agnes	68	64	132
St. Joseph	41	55	96
St. Michael	85	70	155
O.L.A.	46	73	119
	240 (48%)	262 (58%)	502

G. PARENTAL INVOLVEMENT IN PROGRAM *

The involvement of parents in the program differed from center to center. In general, parents were invited to participate in three ways:

. . . Assist as aides to teachers and administrators

. . . Visit the school either for a daytime Open House or a Parents' Night activity

. . . Express their feelings and impressions of the project by filling out an evaluation questionnaire distributed at the end of the fourth week of instruction

In order to recruit parents as volunteer aides in the program a sign-up sheet was sent to them in the early days of the project. The results were as follows:

Center	Questionnaires Distributed	Replies Returned	Negative Replies	Positive Replies
St. Agnes	146	72 (49%)	40 (55%)	32 (44%)
St. Joseph	100	80 (80%)	71 (88%)	9 (11%)
St. Michael	150	23 (15%)	20 (86%)	3 (14%)
	396	175 (44%)	131 (74%)	44 (26%)

The above statistics indicate that parental involvement with the summer program on an active day-to-day basis was almost nil. In reality only 2 (4%) of those parents who indicated that they would be willing to help were brought into the program. This is not surprising since the centers were located in inner-city neighborhoods where many mothers work. Moreover, the program did not serve all the children of a family and since no baby-sitting services were provided for mothers who might be able to contribute their services to a school during the year, practically none were in a position to help in the summer project. Such apparent lack of parental involvement should not be construed as parental indifference to the program. (Quite the contrary, as will be seen in Chapter Three in the section devoted to parents' evaluation of the reading project.)

* See Appendix K,L

H. INSTRUCTIONAL PROGRAM

1. Grouping for Instruction

Following the pre-testing period, each faculty met to determine the grouping pattern for the Center. Factors involved in the determination included the chronological age of the student, completed grade level, pre-testing results, total student enrollment, staff competencies in particular curriculum areas and extent and availability of instructional materials. Grouping techniques varied from Center to Center, but included all the following:

a) Grade level grouping
b) Primary, middle and upper grade grouping
c) Curriculum centered grouping
d) Ability grouping as determined by pre-test results
e) Chronological age grouping with sub-grouping determined by pre-test results

2. Skill Development Instructional Program

Primary emphasis was placed on student skill development in the areas of reading and math, with particular attention paid to the following:

a) Reading: Vocabulary development through independent word attack, stressing phonetic and structural analysis.

Comprehension through auditory and visual skill development

Speed and accuracy

b) Math: Computational skill development
Application of computational skill through word study problems.

3. Skill Development Activities

Great flexibility was utilized in the variety of activities provided for the students, as indicated in the following examples:

a) Teacher-directed small group skill instruction
b) Aide-directed small group skill application
c) Large group Teacher-directed instruction
d) Tutorial instruction - aides and older students
e) Independent student study
f) Student-team independent study
g) Study trips

4. Curriculum Correlation

Although primary emphasis was placed on skill development, involving many teacher-directed activities, application activities utilized all areas of the curriculum in order to capitalize on the intersts of the students. Music, Art, Science, Crafts, and Industrial Arts were all interwoven into the fabric of the total curriculum.

5. Daily Scheduling

Each teacher submitted his own daily program, designed to fit the needs of his students. However, each Center provided for a Language Arts and Math core of time. *

* See Appendix M,N,O

CHAPTER III

EVALUATION OF THE CALIFORNIA RIGHT-TO-READ PROJECT

A. ACHIEVEMENT ANALYSIS

The quartile ranges for Pre-Test and Post-Test scores are presented in Table 1, as well as gains in months for the Gates-MacGinitie Test.

Table 1

QUARTILE RANGES FOR PRE-TEST AND POST-TEST AND GAIN IN MONTHS FOR THE GATES-MACGINITIE TEST

	Pre-Test	Post-Test	Gain in Months
Grade 1			
Comprehension			
75	1.6	1.6	0
50	1.4	1.5	1
25	1.3	1.4	1
Vocabulary			
75	1.7	1.8	1
50	1.4	1.5	1
25	1.3	1.4	1
Composite			
75	1.6	1.6	0
50	1.4	1.5	1
25	1.3	1.4	1
Grade 2			
Comprehension			
75	2.1	2.3	2
50	1.6	1.6	0
25	1.4	1.4	0
Vocabulary			
75	2.5	2.6	1
50	1.7	2.0	3
25	1.5	1.6	1

Grade 2 (cont'd)	Pre-Test	Post-Test	Gain in Months
Composite			
75	2.1	2.5	4
50	1.7	2.0	3
25	1.5	1.5	0
Grade 3			
Comprehension			
75	2.7	3.0	3
50	1.9	2.4	5
25	1.5	1.9	4
Vocabulary			
75	3.2	3.6	4
50	2.5	2.9	4
25	1.6	2.2	6
Composite			
75	2.9	3.3	4
50	2.3	2.5	2
25	1.8	2.1	3
Grade 4			
Comprehension			
75	4.4	5.2	8
50	3.8	4.1	3
25	2.7	2.7	0
Vocabulary			
75	4.7	5.1	4
50	3.9	4.4	5
25	2.9	3.3	4
Speed			
75	5.1	6.3	12
50	4.1	4.8	7
25	2.9	3.2	3
Composite			
75	4.9	5.5	6
50	4.0	4.5	5
25	2.6	3.2	6

Grade 5	Pre-Test	Post-Test	Gain in Months
Comprehension			
75	3.9	4.4	5
50	3.1	3.4	3
25	2.7	2.9	2
Vocabulary			
75	4.4	4.4	0
50	3.6	3.7	1
25	2.8	3.2	4
Speed			
75	4.3	5.9	16
50	3.5	4.8	13
25	2.9	3.5	6
Composite			
75	4.3	4.9	6
50	3.6	4.2	6
25	2.9	3.2	3
Grade 6			
Comprehension			
75	4.8	5.5	7
50	3.4	4.3	9
25	2.8	3.4	6
Vocabulary			
75	5.3	6.3	10
50	4.0	5.1	11
25	3.3	4.1	8
Speed			
75	4.5	6.9	24
50	4.1	5.8	17
25	2.9	4.4	15
Composite			
75	4.8	6.1	13
50	4.0	5.0	10
25	3.1	4.1	10

Grade 7	Pre-Test	Post-Test	Gain in Months
Comprehension			
75	6.2	6.7	5
50	5.3	5.1	-2
25	4.1	4.1	0
Vocabulary			
75	6.8	7.7	9
50	5.8	5.8	0
25	4.5	4.6	1
Speed			
75	7.3	9.2	19
50	4.9	6.6	17
25	3.9	5.3	14
Composite			
75	6.5	7.5	10
50	5.4	6.6	12
25	4.3	4.9	6
Grade 8			
Comprehension			
75	5.8	6.2	4
50	5.2	4.8	-4
25	4.8	4.6	-2
Vocabulary			
75	6.6	7.3	7
50	5.0	6.6	16
25	4.5	5.2	7
Speed			
75	12.0	9.9	-21
50	6.9	6.7	- 2
25	4.5	5.3	8
Composite			
75	6.7	7.6	9
50	5.5	6.5	10
25	4.8	5.0	2

An inspection of Table 1 reveals that no significant gains were made in any of the reading skills before Grade 3. Gains increased in Comprehension and Speed at Grade 4 and continued to increase in Speed through Grade 5. Composite scores for both grades 4 and 5 were about the same, that is approximately 6 months gain. At the 6th grade level, however Comprehension gains at all three percentiles increased considerably over previous grade level. For the first time, Vocabulary gains were reflected at all three percentiles to a considerable extent, ranging from 8 to 11 months. Gains in Speed were also higher in Grade 6 than for any other grade. For the first time Composite gains for all three percentile levels went beyond six months in Grade 6, with 13 months at the 75th percentile, 10 months at the 50th percentile, and 10 months at the 25th percentile. In Grade 7, however, Comprehension gains were considerably lower than in Grades 4,5, and 6 and the loss of 2 months occured at the 50th percentile. Gains in speed in Grade 7 were only slightly lower than for Grade 6, and Composite gains slightly lower for the 50th and 75th percentiles and much lower, 6 months as compared to 10 months, for the 25th percentile At Grade 8 only the 75th percentile reflected a small gain of 4 months, while the 50th and 75th percentile showed losses of 4 and 2 months respectively. Vocabulary gains appeared in Grade 8 to a greater extent than in Grade 7 and slightly larger than Grade 6. On the other hand, the top percentile range for Speed showed a loss of 21 months for Grade 8 whereas Grades 6 and 7 had shown considerable increase. Composite gains for all three percentile ranges were somewhat lower than Grades 6 and 7. Thus it appears that less learning occurred in Grades 1, 2, and 3, gains in Composite scores reached at least 5 or 6 months in Grade 4 and for two of the three percentiles in Grade 5. The greatest gain in Composite scores was in Grade 6, with slightly less in Grade 7 and a little less still in Grade 8. The general pattern which emerged was limited learning in Grades 1, 2, and 3, more growth in Grades 4 and 5, greatest in Grade 6 and a slight decrease from that peak in Grades 7 and 8. Slight losses in Comprehension in Grades 7 and 8, and losses in Speed only for Grade 8 as noted.

The Quartile ranges for Pre-Test and Post-Test scores and Gain in Months are contained in Table 2 for the WRAT-Reading. As seen in Table 2, significant growth occurred in all percentile ranges at Grade 3, and increased considerably for Grade 4. They were also high , though less so, for Grade 5. A gain of 33 months, occurred at the 75th percentile for Grade 6. The 50th and 25th percentile for Grade 6 also showed appreciable gains of 18 and 13 months respectively. Gains dropped considerably in Grade 7 to 4,5, and 8 months for the 75th, 50th and 25th percentiles respectively. However, in Grade 8, gains rose so that the hightest achievement, growth of 38 months took place at the 50th percentile. Gains at the 75th and 25th percentile were also quite high, namely, 31 and 23 months respectively. Thus, except for Grade 7, the greatest learning took place in the upper grades, 4 through 8, while moderate learning occurred in Grade 3 and very little in Grades 1 and 2.

Table 2

QUARTILE RANGES FOR PER-TEST AND POST-TEST SCORES AND GAIN IN MONTHS FOR THE WIDE RANGE ACHIEVEMENT TEST-READING

Grade 1	Pre-Test	Post-Test	Gain in Months
75	1.8	1.8	0
50	1.5	1.6	1
25	1.4	1.5	1
Grade 2			
75	3.8	3.8	0
50	2.5	2.7	2
25	2.0	2.1	1
Grade 3			
75	3.8	4.7	9
50	2.8	3.8	10
25	2.3	2.8	5
Grade 4			
75	4.5	7.2	27
50	3.1	5.7	26
25	2.1	4.1	20
Grade 5			
75	5.0	7.0	20
50	3.5	6.3	28
25	2.4	4.1	17
Grade 6			
75	6.3	9.6	33
50	4.1	5.9	18
25	3.1	4.4	13
Grade 7			
75	8.7	9.1	4
50	6.8	7.3	5
25	4.4	5.2	8

Grade 8	Pre-Test	Post-Test	Gain in Months
75	9.3	12.4	31
50	6.7	10.5	38
25	4.6	6.9	23

Math scores for the WRAT at quartile ranges appear for Pre-test and Post-test and gain in months in Table 3. Grade 3 showed the least

Table 3

QUARTILE RANGES FOR PER-TEST AND POST-TEST SCORES AND GAIN IN MONTHS FOR THE WIDE RANGE ACHIEVEMENT TEST-MATH

Grade 1	Pre-Test	Post-Test	Gain in Months
75	2.1	2.4	3
50	1.6	2.1	5
25	1.2	1.6	4
Grade 2			
75	2.8	3.0	2
50	2.1	2.6	5
25	1.4	2.1	7
Grade 3			
75	3.9	3.9	0
50	3.2	3.6	4
25	2.8	3.2	4
Grade 4			
75	4.5	5.0	5
50	4.2	4.5	3
25	3.6	3.9	3
Grade 5			
75	5.0	5.5	5
50	4.5	4.7	2
25	3.6	4.2	6

Grade 6	Pre-Test	Post-Test	Gain in Months
75	5.2	6.5	13
50	4.5	5.6	11
25	3.6	4.7	11
Grade 7			
75	6.1	6.9	8
50	5.3	6.5	12
25	4.4	5.7	13
Grade 8			
75	6.1	6.7	6
50	5.7	6.3	6
25	4.9	5.3	4

gains, of 0,4,4, months for the 75th, 50th, and 25th percentile respectively. Grades 1,2,4, and 5 showed relatively the same pattern of growth, with growth occurring at each percentile level. Grade 6, however, showed the greatest gains, ranging from 11 to 13 months from the 75th to 25th percentile. Growth in math was quite similar for Grade 7 and dropped to 6,6,4 months in Grade 8 for the 75th, 50th and 25th percentile respectively.

Average growth in reading for the Sullivan books was 5.5 books for all eight grades. In math, growth for the Sullivan books was 2 books averaged over all eight grades. An inspection of Table 4 reveals that grades 5 through 8 showed the greatest growth in reading with none, occurring in Grade 4. Grade 3 reflected a gain of 5 months, while Grades 1 and 2 gained only 1 and 3 month respectively. Gains in math were not as great as those in reading, with a high of 4 months reached in Grade 7. No growth occurred in Grade 1, and all other grades ranged in growth between 1 to 3 month.

Table 4

MEDIAN BOOK LEVEL AT PRE-TEST AND POST-TEST AND GAIN IN BOOKS FOR SULLIVAN READERS AND MATH BOOKS

GRADE	MEDIAN BOOK LEVEL PRE-TEST	MEDIAN BOOK LEVEL POST-TEST	GAIN IN BOOK LEVEL
		READING	
1	1	2	1
2	2	5	3
3	2	7	5
4	12	12	0
5	4	10	6
6	3	16	13
7	13	19	6
8	10	20	10
		MATH	
1	1	1	0
2	1	2	1
3	2	3	1
4	2	4	2
5	2	4	2
6	2	5	3
7	2	6	4
8	2	5	3
Grades 1 through 8	Average growth in reading was 5.5 books Average growth in math was 2 books		

Reading scores for the Wide Range Achievement Test are shown in Table 5 for all eight grades. The average gain in reading skill for all eight grades was 9.1 months. The greatest gain, of 17.5 months,

Table 5

MEAN SCORES FOR PRE-TEST AND POST-TEST AND GAIN IN MONTHS FOR THE WRAT - READING

GRADE	PRE-TEST AVERAGE	POST-TEST AVERAGE	GAIN IN MONTHS
1	1.47	1.75	2.8
2	2.46	3.96	5.0
3	3.17	3.85	6.8
4	4.14	4.80	6.6
5	4.02	5.77	17.5
6	6.52	7.61	10.9
7	6.61	7.48	8.7
8	8.89	10.32	14.3

as seen in Table 5, was shown for grade 5. Also manifesting an academic year's growth were grades 8, with a gain of 14.3 months and grade 6, which reflected a gain of 10.9 months. As shown in Table 5, the next largest gain was that of grade 7, namely, 8.7 months. The smallest gain was seen in grade 1, a growth of 2.8 months. The gain for grade 2 increased to 5.0 months, while grades 3 and 4 showed gains of 6.8 and 6.6 months respectively.

Table 6 presents the Arithmetic scores for all eight grades on the Wide Range Achievement Test. For all eight grades the average gain in arithmetic skill was 7 months. As seen in Table 6, the upper four grades showed the largest increases in scores. The greatest gain, of 12 months, occurred in grade 7. Next highest were grades 8 and 6 with gains of 9.8 and 9.1 months respectively. Arithmetic scores increased 6.3 months in grade 5. Grade 1 manifested a gain of 4.1 months while 2 showed an increase of 5.6 months. Grades 3 and 4 gained 4.7 and 4.4 months respectively.

Table 6

MEAN SCORES FOR PRE-TEST AND POST-TEST AND GAIN IN MONTHS FOR THE WRAT - ARITHMETIC

GRADE	PRE-TEST AVERAGE	POST-TEST AVERAGE	GAIN IN MONTHS
1	1.48	1.89	4.1
2	2.03	2.59	5.6
3	3.21	3.68	4.7
4	3.95	4.39	4.4
5	4.20	4.83	6.3
6	4.96	5.87	9.1
7	5.30	6.50	12.0
8	5.54	6.52	9.8

The average gain for all eight grades on the Gates-MacGinitie Reading Test was 5.1 months. The greatest gain, of 9.7 months occurred in grade 7 as shown in Table 7. The next most sizeable gain, as seen in Table 7, was found in grade 5 where an increase of 7.5 months occurred. Grade 8 reflected a gain of 5.2 months, while that of grade 6 was 4.9 months. An inspection of Table 7 reveals that gains in growth increased gradually from grades 1 through 4 with 2.1 months in grade 1, 2.8 months in grade 2, 3.7 months in grade 3 and 4.9 in grade 4. It is noted that both grades 4 and 6 increased in growth by 4.9 months.

A comparison of Tables 5,6, and 7 shows there is a fairly consistent pattern of growth with the largest gains shown in grades 5 through 8. The single exception, found in Table 7 for Gates Reading scores, is the gain of 4.9 months which occurred in grade 4 as it had in grade 6.

In summarizing the data for average gains in months over all eight grades, it is noted that for the WRAT-READING, the children achieved 9.1 month's growth, for the WRAT-ARITHMETIC, 7 month's growth, and for the GATES-MACGINITIE READING TEST, 5.1 month's growth. Thus, even for the slowest growth rate, learning equivalent to one

Table 7

MEAN SCORES FOR PRE-TEST AND POST-TEST AND GAIN IN MONTHS FOR THE GATES-MACGINITIE READING TEST

GRADE	PRE-TEST AVERAGE	POST-TEST AVERAGE	GAIN IN MONTHS
1	1.37	1.58	2.1
2	1.95	2.23	2.8
3	2.49	2.86	3.7
4	3.62	4.11	4.9
5	3.34	4.09	7.5
6	5.04	5.53	4.9
7	5.44	6.41	9.7
8	5.95	6.47	5.2

month for every one of the five weeks in class took place. In the Sullivan books, growth in reading for an eight grade average was 5.5 books, that in math, 2 books.

B. EVALUATION OF PROJECT COMPONENTS

1. In-Service Education Program: Immediately upon completion of the in-service training program, the twenty-seven participants were given questionnaires. The following is the questionnaire schedule and the answers of the respondents:

1. Did the in-service workshop help you to prepare for the Right-to-Read Program?

Yes: 19 No: 4 Somewhat: 3 At times: 1

2. What part of the in-service program did you find most helpful?

Introduction and approach to individualized instruction	8
Time spent with Mary Abbot, Patricia Dignan, and Dave Whiting	9
Source materials	2
Working with other teachers	4
Other	4

3. What was the least helpful?

Day and a half spent on CTDP and components	12
Long meetings	5
Films	2
Other	2
No response	6

4. Is there anything you would like to have had as part of the in-service program that was not offered?

Previous knowledge of materials and texts	7
More creative approaches	2
More planning with teachers	3
More study of needs of specific areas (geographical)	1
Other	3
No response	11

5. Do you have any suggestions for future Right-to-Read in-service education programs?

Availability of materials prior to in-service	8
Orientation in areas in which centers are located	3
Earlier dismissal	2
Less in-service	4
Other	7
No suggestions	3

2. Materials and Supplies: Although there were differences of opinion among teaching staff members regarding the quality of materials used, there was some concensus that the materials purchased specifically for the program were not sufficient. At each of the Centers instructional materials were supplemented by the use of all existing materials utilized by the school during the regular school year. (See Evaluation of Project Components - Teachers) The following sections indicate teacher reactions to materials and supplies.

TESTING PROGRAM - QUESTION A. Were you satisfied with the Wide Range Achievement Test?

Yes 1 Nc 6 Why?

YES: It was quick and the results were equal to test of longer duration.
Math: O.K.
Did like the individual aspect.

NO: Test was not diagnostic enough for type tested. Rated students too high. Comprehension was not tested.

Math: very abstract.
WRAT not considered a desirable Post-Test. It would take a year to develop one skill.

Scores generally higher than Gates. Tested knowledge of phonics only. Children frustrated by inability to pronounce so many words.
One test sufficient - Gates

It was not satisfactory for Grade level 1 - 3.

Seemed to be comprehensive.
Math: test poor -- 1 careless error = 5 months.
Thought standard tests are not accurate - they measure nothing.
Suggestion to use test based on Sullivan.

Suggestion: Possibility of getting information on student from his particular school; might be impossible because of poor communication in and between schools and also political involvement.

Suggestion: In place of Pre-Test - Use 'End of Year' (Spring Scores) tests accompanied by teacher reports from local schools as basis for placing students. At end of program re-test and give evaluation of student progress.

Tests are inadequate because they are not based on environmental needs.

TESTING PROGRAM - QUESTION B. Were you satisfied with the Gates-MacGinitie Test?

Yes_____ No_____ Why?

YES Forms A - B good for primary grades.

Good for intermediate grades

Gives a more accurate diagnosis of where the child should start.
Post-test O.K. - most did better in speed and accuracy.

Do not use this test for grouping because:

- Problem of mixing grades and ages created problems.
- Anti-social attitudes produced by this placing system.
- Felt justifiable for Jr. High School Level.

Validity questioned due to the use of different forms with different time in Pre/Post tests - to measure speed and accuracy.

Answer sheets - better if they could match test booklet.
- if not familiar with answer sheets.

NO For 7-8 Test (2-6) not valid.

Comprehension too difficult for Remedial group.

Difficulty progression too drastic.

Form C too difficult for Primary grades.

The children were overcome by the format.

Too long.

Guessing at answers invalidated the test in some instances.

TESTING PROGRAM - QUESTION C. Were you satisfied with the Sullivan Reading test?

Yes x No x Why?

YES: This test was satisfactory due to the fact that the Sullivan program was used during the Summer.

NO: Some children had used the Sullivan books before.

Series IV should have been available for Grade 7-8.

YES - NO:

Not a true placement of students ability. A careless student would come up with an unjustified score rather than an accurate placement.

The score was not a true picture because for each error the grade point went down too many months.

As far as the program is concerned our first downfall was the lack of books. Some felt it was detrimental to the motivation of the student to put them in a lower level.

Another factor about the program which is negative is that the format of the whole book was geared to the primary rather than intermediate and definitely not for Jr. High School.

There was too much writing which caused boredom. Lack of literature and interesting material gave little challenge.

TESTING PROGRAM - QUESTION D. Were you satisfied with the Sullivan Math test?

Yes_____ No__x___ Why?

NO: Inaccurate in actual placement of children.

Poor format for type of student: e.g. size of numbers in columnar addition make it impossible for students to compute.

Test was frustrating. Students became fatigued and failure to proceed came too quickly.

Not a test for Primary children.

Too much of the same material in one book. We felt we should have a wider range of math material daily. The teachers did not use the books consistently but used other materials.

TESTING PROGRAM - QUESTION E. What recommendations would you make regarding test selections for a Right-to-Read Project in the future?

a) Selections of tests would be determined by the goals of the Program - (i) basis skills
(ii) auditory discrimination of consonants.

b) Format needs to be appealing to the Primary child.

c) Select a test that would be more diagnostic - one that would pin-point particular difficulties.

d) One test only should be sufficient for a program of this duration.

e) Morton-Botel Test was suggested as meeting this requirement.

f) Durell-Sullivan was also recommended.

g) Same test but different forms should be given as a pre-test and post-test.

h) Ask a professional regarding testing materials relative to the inner-city child with a reading problem to begin with.

i) Administer the test individually - noting difficulties and problems as they occur.

Recommendations

Test materials should be ordered well in advance.

Use 'End of the Year' tests accompanied by teacher's reports from local schools as a basis for student placement.

Test at the end of the Program and give evaluation of student progress.

TESTING SCHEDULE - QUESTION A. Were the testing schedules satisfactory?

Yes__x__ No__x__ Why?

Post-test: Appreciated setting own schedule.

NO: Not enough notification to parents.

More time for teachers to analyze and administer test materials for better placement.

Materials should be available well in advance.

YES -NO:

Most felt that the length of time allotted for the tests was satisfactory but the general feeling was that there were too many tests which took too long a time.

From the viewpoint of the child, it may have been very bad psychologically to come into a strange environment and have such long tests administered.

We suggest individual diagnostic testing in the future not to exceed one-half hour.

TESTING SCHEDULE - QUESTION B. What recommendations would you make regarding testing schedules for a Right-to-Read Project in the future?

a) Much depends on the local situation - transportation, etc.

b) Environment: It is important to have some sort of relaxed atmosphere for testing and for this reason it was suggested that the program might be in session for a couple of days before the testing takes place.

c) One test (all inclusive) individually given - more relative to type of children in the Right to Read Project and the Program content (materials used) and the length of the Program time-wise. (5 weeks)

d) If testing is lengthy then most wanted two days of testing

e) Some refused 2 days of testing so that testing groups would be smaller.

f) Follow-up of notification to parents.

g) More time between in-service workshop and testing.

h) Materials be in hands of the teacher well in advance of testing date.

INSTRUCTIONAL PROGRAM - QUESTION A. What did you think of the quantity of reading materials?

Too much?_____ Too little? 6___ Just Enough_____

Distribution of books was not adequate.

Enough materials for better students.

Not enough for lower level students.

Reading materials had to be borrowed from local schools.

No ditto materials available for the Los Angeles School Program.

There was a need for more beginning materials at the start of the program - especially Books 1,2,3.

Three sets of film strips per school should have been allocated.

In the Primary grades, each teacher needed a set of the Programmed Reading flash cards.

"Components" should have been available.

Wider selection and a more up-to-date copies of paperbacks.

Not enought copies of Sullivan: #18, 19, 20, 21.

Need felt to teach phonics independently of Sullivan series.

Dictionaries and pictionaries should be provided.
Readers Digest recommended.

INSTRUCTIONAL PROGRAM - QUESTION B. What did you think of the quantity of math and materials?

Too much_____ Just enough_____ Too little__x___

PLEASE MAKE SPECIFIC COMMENTS.

Most teachers were forced to use supplementary materials not provided by the program.

Not enough books on the San Francisco school. Borrowing was very difficult and in one circumstance the students were without any a math books for 2 weeks.

Children needed many manipulative materials

Not enough flash cards

Needed drill materials

Many of us did not use the math materials because they were too difficult for remedial children

INSTRUCTIONAL PROGRAM - QUESTION C. Did you think the reading materials were appropriate?

Yes 3 No 5 Why?

Sullivan is good as a supplementary text but not as a basic text. However, one felt that for the Summer program it was good and adequate.

Sullivan did appeal to most of the children but seemed to frustrate most of the teachers. This, they felt, was due to the small amount of time spent on presenting the Sullivan Program at the in-service. All the teachers would have liked Sullivan presented at the beginning of the in-service and in more depth, e.g. a real live demonstration of children being taught Sullivan, etc.

Quality of paper-backs should be improved. We should be allowed to use supplementary works.

At the intermediate and Jr. High level the Sullivan series was not adequate - Had difficulty motivating because the interest level was low and format appeal too elementary.

Most children had once used the Sullivan Math.

Not for a five (5) week program.

Interest level too low.

Programmed materials for slow learners pre-supposes motivation.

Not enough supplementary books for lower level readers.

INSTRUCTIONAL PROGRAM - QUESTION D. Did you think that the Math materials were appropriate?

Yes_____ No 28 Why?

a) A strong emphasis on Math should not have a place in a Right-To-Read program except as an activity.

b) Math program not spiral enough

c) Most teachers were forced to use supplementary materials not provided by the program.

d) For a remedial work it was felt that the students should be exposed to a variety of problems which were not included in the Sullivan series.

e) The teachers were all in agreement that the Math materials were not appropriate for the following reasons:

i. It was too difficult
ii. The format was not good. It was bleak and colorless.
iii. The problem books cannot be read by remedial children without great difficulty.
iv. There was no association between inverse operations, e.g. 4+3=7 and 7-4=3 etc. side by side.
v. The numerals were written too closely together for the answer to be written underneath them.

INSTRUCTIONAL PROGRAM - QUESTION E. What recommendations would you make regarding instructional materials for a Right-To-Read Project in the future?

a) Reader's Digest Digest Books with high interest and low level reading ability should be used.

b) "Components" should be available.

c) Teen-age Tales (high interest and low level) be available.

c) Kottymeyer's Conquest in Reading.

e) Formula Phonics by Dr. Vail.

f) More research into selection of materials - Consult other companies.
Suggestions: Conquest in Reading - McGraw-Hill
Impact - Holt-Rhinehart
Spectrum - Macmillan

g) Sullivan Program (Reading and Math) is not a 5 week program. OUT

h) Teacher selection of materials.
Money allotted to be used at the discretion of the teacher informs of the pupil needs.

i) Basic texts other than those used during the year.

j) Materials for bi-lingual children.

k) MATH. In a group of 8, 2 felt that there should be no math for a future project; 6 felt if there were flash cards or a ditto comparable to the Webstermaster for the Sullivan Readers.

CLASSROOMS SUPPLIES - QUESTION A. What od you think of the quantity of classroom supplies (e.g. paper, pencils, etc.)?

Too much_____ Too little__x__ Just enough_____

All the teachers agreed that the quantity of supplies was too little.

If the teachers were to stress the language experience approach, paints, brushes, crayolas, lined paper, experience chart, paper, etc. should have been supplied.

There were not enough grease pencils on hand.

Recommended use of felt pens and/or crayons instead of grease pencils.

Paper for ditto work should be available.

Use book instead of over-lays.

CLASSROOM SUPPLIES - QUESTION B. What recommendations would you make regarding classroom supplies for a Right-To-Read Project in the future?

a) Money should be budgeted for supplies teachers feel they need.

b) Check list to represent needs before program begins.

c) Time to get acquainted with school - place for supplies, etc.

d) Supplies should not have to be borrowed from local schools.

e) Have a local center as a store house for materials to be redistributed each summer.

f) Paper - lined and unlined; charts
If grease pencils are to be used, a greater quantity should be ordered.

g) Art supplies: paper, paste, glue, crayons.
Some teachers used crayolas on the overlays and found them far more successful than the grease pencils which were easily wasted and messy.

A-V SUPPLIES - QUESTION A. What do you think of the quantity of A-V supplies (Filmstrips, picture etc.)?

Too much_____ Too little__13__ None__7__Just enough_____

a) San Francisco (St. Agnes) group had sufficient materials because they borrowed them from the local schools.

b) Los Angeles group had no A.V. Materials available except 4 movie projectors borrowed from school.

c) There were very little A.V. supplies offered to the teacher. Filmstrips and tapes were supplied from the school.

d) Completely inadequate.

A-V SUPPLIES - QUESTION B. What recommendation would you make regarding supplies for a Right-To-Read Project in the future?

Screens, Tapes, Records, Record Player, Viewlex, Filmstrips, Flash Cards, Overhead Transparencies.

Draw the equipment from the schools in the immediate area if the school is not already equipped -

OR

Have the Right-To-Read Program in the Title I Schools.

A.V. Supplies should be budgeted for the Program.

A check list of needs should be available to teachers before Program starts.

3. Administrators: The principals of the four centers were asked to evaluate the program according to the following schedule of question:

A. Did you feel the program was successful?

Yes: 4 No: 0

B. What did you consider the strengths of the program?

Small groups; a feeling of personal concern for each child
Less pressure on pupils; no grades or report cards given
Feeling of achievement experienced by pupils
Positive attitude of teachers; their dedication
Appreciation of parents
Availability of curriculum resource center materials
Aides were invaluable in maintaining small group approach

C. What did you consider the weaknesses of the program?

The in-service education did not give the teachers all the help they needed
Not enough Sullivan materials
Not enough variety of reading materials
Not enough time before program started to set up schedules, plan instruction, etc.
No time to meet with parents before the program got started
Secretaries should have started work a week before the program began in order to send out notices to parents,etc.
Principals should have had some say in selecting their faculties
Testing should have been done at least a week or more before the program started

D. Generally, did your faculty perform at the professional level of competence you anticipated?

Yes: 4 No: 0

Dedicated and enthusiastic
Teachers were not all assigned to the grade level of their choice or experience because of numbers of children, etc.

E. Do you feel that you received adequate support and direction from central project administrators?

Yes: 4 No: 0

F. Did the in-service education program help you as an administrator?

Yes: 3 No: 1

Better to test the children before the in-service
One-day in-service to familiarize teachers with new materials
More in-service at local level, faculty working and planning together

G. What recommendations would you make for future program improvement?

In-service at local level to give faculties a chance to work together
Principals should help select their staff
Principals should help select materials
Principals should meet with parents before the start of the program
A stipend should be given to the aides
There should be some money for the purchase of materials for the curriculum enrichment period

H. What do you think of the five-week period?

Too long:_____ Too short: 3 Fine: 1

I. Do you think the program should be continued?

Yes: 4 No: 0

J. Given the opportunity in the future, would you apply again to serve as a principal in a Right-to-Read Project?

Yes: 4 No: 0

4. Teachers: At the conclusion of the Project, the entire staff returned to St. Agnes Center in San Francisco to evaluate all Components of the program. The following summary provides an overview of staff reaction to the Project.*

CALIFORNIA RIGHT-TO-READ PROJECT

TEACHER EVALUATION
SUMMARY OF INDIVIDUAL CHECK SHEET

I. TESTING PROGRAM

A. Were you satisfied with the Wide Range Achievement Test?

Yes 15 No 13

B. Were you satisfied with the Gates-MacGinitie Test?

Yes 14 No 14

C. Were you satisfied with the Sullivan reading test?

Yes 10 No 18

D. Were you satisfied with the Sullivan math test?

Yes 7 No 17 (No Response 4)

E. Was the pre-testing schedule satisfactory?

Yes 11 No 17

F. Was the post-testing schedule satisfactory?

Yes 26 No 2

II. INSTRUCTIONAL PROGRAM

A. Quantity of reading materials?

Too much 1 Too little 17 Just enough 9 (No Response 1)

B. Quantity of math materials?

Too much 2 Too little 19 Just enough 3 (No Response 4)

C. Were the reading materials appropriate?

Yes 17 No 10 (No Response 1)

* See Appendix P,Q,R

D. Were the math materials appropriate?

Yes 8 No 16 (No Response 4)

E. Quantity of classroom supplies?

Too much ___ Too little 11 Just enough 16 (No Response 1)

F. Quantity of A-V materials?

Too much ___ Too little 12 Just enough 15 (No Response 1)

G. Generally, do you feel your instructional program was successful?

Yes 26 No 2

H. Were you satisfied with the scheduling of your daily program?

Yes 25 No 2 (No Response 1)

I. What do you think of the five-week period?

Too long 2 Too short 14 Fine 12

III. STUDY TRIPS AND CULTURAL ACTIVITIES

A. Did you take any study trips?

Yes 23 No 5 (No Response 9)
How many? 8-1 Trip, 4-2 Trips, 4-4or5 Trips, 3-3 Trips

B. Did the study trips complement your instructional program?

Yes 14 No 11 (No Response 3)

C. Did you participate in any other cultural activities?

Yes 12 No 15 (No Response 1)

IV. INSTRUCTIONAL AIDE PROGRAM

A. Do you think you had enough aides?

Yes 18 No 10

B. How many did you have?

Professional 10 had 0 aides, 12 had 1 aide, 1 had 6 aides
5 had 2 aides
Non-professional 4 had 0 aides, 11 had 1 aide, 7 had 2 aides
4 had 3 aides, 1 had 7 aides, 1 had 15 aides(?)

C. Generally, do you feel the instructional aide program was successful?

Yes 23 No 3 (No Response 2)

V. PUPIL SELECTION

A. Do you think all the children enrolled in your class were eligible in terms of the goals of the program?

Yes 13 No 15

B. How many children were in your class?

2 had 12,13--8 had 14,16--9 had 17,19--7 had 20,22--2 had 23,25

C. What do you think of your class size?

Too many(those who had 20 or more) 9 Too few___
Just enough(those who had less than 20)19

D. How many do you think were too advance for the program?

1 said 15, 8 said none, 12 said 1-3, 4 said 4-5, 1 said 6, 1 said 7, 1 said 10

E. How many do you think were too retarded for the program?

16 said none, 8 said 1-2, 4 said 3-4

IV. ATTITUDINAL AND BEHAVIORAL CHANGES

A. Did you enjoy the Right-To-Read Project?

Yes 27 No 1

B. Did the program change your attitude toward teaching in the inner-city?

Yes 11 No 17

C. Did the children enjoy the program?

Yes 26 No 1 Not sure 1

D. Did the program change their attitudes toward learning?

Yes 23 No 2 Some 3

E. Given the opportunity in the future, would you again participate in a Right-To-Read Project?

Yes 26 No 1 Not sure 1

INSTRUCTIONAL PROGRAM - TEACHER EVALUATION COMMENTS

The following comments illustrate teacher reaction to the instructional program.

"Smaller classes were the more successful ones"
"Although we provided a variety of activities, still greater variety would be beneficial"
"Specialized teachers in areas such as Art, Music etc. would be of great benefit"
"We need to expand the older-younger child tutorial program"
"Increase professionally-trained aides"
"I recommend grouping according to grade level, rather than achievement level"
"Spend more time prior to the opening of the program diagnosing child needs and then place the child with a compatible teacher"
"Provide paid playground supervision aides, available all morning, so that greater flexibility of scheduling would be possible"
"Allow a "free activity" period for each child"
"Small group instruction proved most successful approach"
"Independent study proved best when an aide was available to encourage and help the child"
"Our methods were restricted by available materials"
"Variety of activities helped children feel less pressured by competition from peers"
"Success depended upon the creative use of available materials"
"Some successful methods were:
1. Teaching basic skills necessary, using environmental experience of the students.
2. Giving the opportunity (with the help of professional aides) for more small group work and individualized personal attention"
"Programmed instruction is difficult in a short-term program, since much time is spent familiarizing the student with the technique"
"Provide specialized teachers for Physical Education activities"

PUPIL SELECTION -- TEACHER EVALUATION

The process by which pupils were selected for the program has already been described in a previous section of this report. In the final evaluation teachers were asked to report on their opinions on the eligibility of the children who were in their classes and also to comment on class size. The following are the questions asked the teachers and their responses to them:

1. Do you think all the children enrolled in your class were eligible in terms of the goals of the program:

   Yes 13 No 15

2. How many children were in your class:

2 teachers	12-13
8 teachers	14-16
9 teachers	17-19
7 teachers	20-22
2 teachers	23-25

3. What do you think of your class size:

   Too many 9 Too few 0 Just enough 19

   The teachers who responded that they had too many children in their class were those whose classes exceeded 20 pupils.

   Those who responded that they had just enough children in their class were those whose classes were less than 20

4. How many do you think were too advanced for the program:

   Total number 45 (8%)

5. How many do you think were too retarded for the program:

   Total number 6 (1%)

The obvious conclusion to be drawn from the above data are:

1) Some classes were too large from the point of view of the teachers

2) Most of the children selected for the program were eligible in terms of needs for remedial reading as proposed in the general goals of the project

ATTITUDINAL AND BEHAVIORAL CHANGES -- TEACHER EVALUATION

The project director felt that it was important to assess attitudinal and behavioral changes which took place within the teachers who participated in the summer program. As the final section of their evaluation they were asked the following questions. Their responses are included in the summary which follows:

A. Did you enjoy the Right-to-Read project:

Yes 27 No 1

B. Did the program change your attitude toward teaching in the inner-city:

Yes 11 No 17

C. Did the children enjoy the program:

Yes 26 No 1 Not sure 1

D. Did the program change their attitudes toward learning:

Yes 23 No 2 Somewhat 3

E. Given the opportunity in the future, would you again participate in a Right-to-Read project:

Yes 26 No 1 Not sure 1

The following are excerpts from remarks made by the teachers in this section of the evaluation:

"I did not enjoy the program because I became frustrated -- all those beautiful ideas presented during the workshop and far too few materials to carry them out."

"Interpersonal relationships with children was delightful because one felt that the child had been enriched so much."

"Enthusiasm of children toward learning or learning to learn was very rewarding."

"Staff interrelationships were very fruitful and very enjoyable."

"Most of the teachers had already taught in the inner city and feel no substantial change regarding inner-city teaching. WE LOVE IT!"

"Since most students were there voluntarily, their attitudes were good from the beginning."

"Most students were sorry to see the program end."

"The children had the opportunity to meet with success on their own level."

"The lack of pressure and the variety of experiences made them realize that reading can be a joyful and pleasant experience."

"Because of freedom to operate creatively in this program, the students felt less inhibited as each day passed by; in one particular class where the 'contract system' was used, the students certainly experienced increased self worth, accompanied by a sense of motivation."

"I felt there was great value in my contribution to the children whose needs are so great. There were positive behavioral changes and this is evidence that my efforts were worthwhile."

"I liked the freedom to try out new ways of teaching and helping the children grow."

"I was made more aware of the importance of individual contact with children."

"As teachers, we realized our need to adjust to different types of inner-city children."

"Since we have all previously worked with such students, our desire to work in the inner-city was deepened and our attitudes became even more positive."

5. SECRETARIES: As part of the evaluation at the end of the program, a questionnaire was given to the four secretaries who staffed the offices of the centers during the Right-to-Read program. The questions addressed to the secretaries and the responses given to them are summarized as follows:

A. List examples of the type of work you did during a typical school day:

Recorded absentees
Kept files
Phoned parents
Typed forms and letters
Duplicated work for teachers
Gave first aid to children
Passed out and collected questionnaires, letters to parents, etc.
Distributed car tickets
Supervised school recess

B. Was enough time allotted for your daily assignments:

Yes 3 No 1

C. What was the average number of hours you worked per day:

4 hours

D. Did you have adequate materials:

Yes 4 No 0

E. Describe briefly your contacts with children in the program:

Talked to them in the office
Talked to them in the classrooms when distributing papers, etc.
Talked to them when giving first aid
Talked to them while superivsing recess periods

F. Describe briefly your contacts with teachers in the program

Distributed forms to them
Duplicated materials for them
Answered questions when they came to the office

G. Describe briefly your contacts with parents in the program:

Spoke with them when they came to the office
Talked with them on the telephone when inquiring about absence, etc.

H. Given the opportunity in the future, would you apply again for work as secretary in the program:

Yes 4 No 0

I. What recommendations would you make for the secretarial staff in a future Right-to-Read program:

Participate in the in-service program for teachers and aides .
Start typing forms prior to start of program

6. Aides: As part of the evaluation of the summer project, aides were given their own questionnaire sheets. The questionnaire and the responses of the aides are summarized in the following table:

See next page

It appears from the table that:

. . . Most of the aides had previous experience as aides
. . . All but two of them enjoyed their summer work; all but one worked well with the teacher whom she was assigned to help
. . . More than two-thirds of the aides expressed the opinion that their preparation for the program was not adequate
. . . Almost one-half of the aides spent time each day planning the daily program with the teachers
. . . Although one-fourth of the aides were not completely satisfied with the overall plan of the program, almost all of them (90%) would work again as an aide in such a program

In their evaluation of the instructional program, teachers were asked the question: "Generally, do you think the instructional aide program was successful?" All but three of the respondents agreed that it was.

Both teachers and aides were asked to describe typical activities of volunteers. Contributions of aides as seen both by themselves and the teachers who they assisted consisted of the following:

Tutoring
Correcting of tests and papers
Supervision of small group activities
Running of errands
Assistance during physical education classes and recess

Teachers made the following recommendations for instructional aides in a future Right-to-Read program:

. . . Better screening of aides
. . . Teacher selection of aides
. . . Payment of aides

CALIFORNIA RIGHT-TO-READ PROJECT

Aide Questionnaire

	Yes	No	Undecided	No Response
1. Is this your first position as a teacher's aide?	41(80%)	10(20%)		
2. Did you enjoy your work as a teacher's aide?	49(96%)	1(2%)	1(2%)	
3. Was your preparation for the program adequate?	35(69%)	15(29%)	1(2%)	
4. Did you work well with the teacher you were assigned to help?	50(98%)	1(2%)		
5. Did you spend some time each day planning the daily program with the teacher?	23(45%)	24(47%)	3(6%) (sometimes)	1(2%)
6. Were you satisfied with the overall plan of the Right-To-Read Program?	38(75%)	9(17%)	2(4%)	2(4%)
7. If given the opportunity, would you work as a teacher's aide in the program again?	46(90%)	3(6%)	1(2%)	1(2%)

SUMMARY OF AIDE QUESTIONNAIRE

1. Are you a high school student, high school graduate, or a college student?

24 (48%) High School Students	6 (12%) College Graduates
8 (15%) High School Graduates	6 (12%) Teachers
6 (12%) College Students	1 (1%) (?) 5th Grader

2. Is this your first position as a teacher's aide?

41 (80%) Yes 10 (20%) No

3. Did you enjoy your work as a teacher's aide?

49 (96%) Yes 1 (2%) No 1 (2%) Undecided

4. What type of work did you do as an aide?

Oral reading program - individual attention
Played games - oral tests - reading groups - counseling
P.E. private and class instruction - ran errands - helped in arithmetic, fractions, decimals, etc.
Janitorial work - tapes for listening centers - singing-skits - worked filmstrip machine - folk dancing - supervised yard
Correcting tests - office work - music appreciation - art class
Helped in writing - roll call - phonics drills - made flash cards - field trips

5. What work would you have liked to do that you didn't do?

Additional time with students - private tutoring in reading and math
Smaller groups for reading and discussion
Additional field trips
Discussion period with children
More arts and crafts
Field trips for environmental experience

NOTE: Consensus of opinion would indicate they felt more individual aid would have helped students achieve greater improvement in the various subjects covered.

6. Was your preparation for the program adequate?

35 (69%) Yes 15 (29%) No 1 (2%) Undecided

NOTE: Some aides felt they should have had a background of books that were to be used - some knowledge of children's background - have attended workshops and one felt Sullivan program poorly presented.

7. What training do you think you should have received that was not given to you?

Seminar on students and their neighborhood--Preview of teaching material--More phonics--Preview of program--workshops--Use of equipment--How to tutor--Patience

8. Did you work well with teacher you were assigned to help?

48(94%) Yes 1(2%) No 1(2%) Somewhat 1(2%) At times

9. Did you spend some time each day planning the daily program with the teacher?

23(45%) Yes 24(47%) No 3(6%) Sometimes 1(2%) Worked as secretary

How much time did you spend? (Most questionnaires omitted showing time spent)

Those who replied indicated 10-15 minutes up to 1 hour. Some 1 hour a week only--20 minutes during 1/2 hour break--1/2 to 1 hour.

Bi-weekly meetings

10. Were you satisfied with the overall plan of the Right-to-Read Program?

38(75%) Yes 9(17%) No 2(4%) Undecided
1(2%) worked as secretary 1(2%) did not mark

11. What improvements would you suggest for future Right-to-Read Programs?

Better communication between teacher and aides
Variety of reading material to hold interest
Better discipline
Tests to be more similar in style. Sullivan books geared differently from final tests
Additional aides and training for them
More organization
Longer program
Reading and discussion of books
Additional time for math
Crafts for free time
Reach children on their own level
Better understanding between aides, teachers and principals
Aides should not be used for janitorial duties
More field trips
Sufficient material for each child
Aides should be paid
Work with smaller groups of children
WRAT very poor
Better planning and organization in testing

12. If given the opportunity would you work as a teacher's aide in the Right-to-Read Program again?

46(90%) Yes 3(6%) No 1(2%) Questionable 1(2%) No answer

7. Students: Equally important in the opinion of the project administrators was the reaction of the children to the summer classes provided for them. The questionnaire that follows was given to them at an appropriate time at the end of the project. The answers represent the responses from 406 children, 81 per cent of the total enrollment of 502 students.

See next page

It is interesting to observe that the reactions of the children, though positive, were not strong in selecting "Very much" over "a little" in reply to the questions. There was a much more favorable reaction to the total program in response to the question, "What did you like about the summer program?"

Typical student reactions

"The words are not too hard"
"I liked everything"
"Going to other books and reading bigger and harder words"
"I liked my teachers the best"
"The field trips"
"Going from one book to another"
"When I finish the book"
"I liked the Sullivan"
"I liked to read with Joan"
"I liked reading out loud and I like field trips. I liked everything very, very, very, very much"
"Looking at filmstrips"
"Being read to"
"I liked the nice kids, the school, and I'd like to stay here"
"12:00"
"10:30"
"Playing with letter cards"
"Reading and art and some of the math and doing work with the sounds"
"When I go with the aides"
"I like all of them because I want to learn more about things"
"Sullivan and the filmstrip"
"The way how we can have communication with each other"
"P.E. time when we play kickball"
"Like everything equally"
"Learning to read - writing on the board"
"The books are better than the ones at my school"
"The Sullivan reading book - and I got help in my reading"
"It was fun"
"Some teachers are nice and they teach us good"
"The reading books and our teachers"
"They teach you how to pronounce"

CALIFORNIA RIGHT-TO-READ PROJECT
Pupil Questionnaire

	Very Much	A Little	Not At All	No Response (.2%)
1. Did you like the Right-to-Read Program?	273(67%)	113(28%)	19(4%)	1(.02%)
2. How much do you think you learned?	283(70%)	113(28%)	8(1%)	2(.04%)
3. Did your teacher give you individual help with your reading?	266(66%)	124(30%)	16(4%)	
4. Did the aides give you individual help with your reading?	231(57%)	139(34%)	28(7%)	8(2%)
5. Do you think your reading improved during this summer program?	266(66%)	128(32%)	12(2%)	
6. Do you think your arithmetic improved during this summer program?	214(53%)	157(39%)	32(7%)	(.8%) 3(.08%)
7. Did you read at home this summer?	166(41%)	172(43%)	63(15%)	5(1%)
8. Do you enjoy reading more now than you did before the summer program?	259(64%)	118(29%)	26(6%)	3(.8%)
9. Did you learn something from your class field trips?	204(50%)	120(30%)	61(15%)	21(5%)
10. Would you like to attend a summer Right-to-Read Program again?	243(60%)	140(34%)	21(5%)	2(.4%)

"I like to circle out the results and tell if it is short or long in a word"
"I like the trips and also the books we worked in, the ones that start from Book 1-21. Also I liked the recess"
"That I read faster than before. And I understand what I am reading"
"Math -- Hawaii Five-O"
"Reading is O.K. I like it a lot. I like our country"
"I liked it because we got out at 12:00 and you can wear anything"
"It was fun. The Sullivan readers were interesting"
"What I do like about it is that I can understand what I am reading"
"Going on field trips after a week of work"
"Math, the field trips and talking with the girls"
"How they drill everything to your head. They showed you the value of reading"
"The field trips and one of the aides"
"I improved a little"

Many children did not reply to the question, "What did you like least about the summer program." The following are reactions from some of the children who responded to the query:

"I didn 't like some books I read"
"Reading aloud"
"The excercises we had to do"
"You have to get up too early"
"The Ed Sullivan was kind of bored"
"To read not interesting books"
"That the summer program went fast"
"They put me in groups"
"I really didn't like reading the book"
"The push-ups and recess"
"All the tests"
"Some of the field trips"
"Well, the hard hours and also the studying. The tests. I know the tests are good for me but they get me bored "
"The books that we worked in was kind of boring, and the way the teacher's aide bossed you around when you tried to get away from the P.E. time "
"We had to have a vocabulary test"
"I didn't like to go outside"
"That it was so short. I hope next year you have a longer program. Real long"
"I like art but I didn't like it that much"
"The basketball court--no nets on the ring"
"The noise"
"The listening center"
"Phonics drill in the morning"
"Sitting down so much"
"When I read with Ricki"

"Cleaning the yard"
"Not enough field trips"
"The book that was too easy"
"Boys"
"Writing phonics words"
"I didn't like checking my work"
"I didn 't like to use the plastic. I'd rather write in the book"
"The words get harder and harder when you finish books"
"Coming to school every day"

8. Parental Reaction to Program: The directors of the program felt that it was important to assess parental reaction to the reading program. Midway thru the instructional period, the following questionnaire was sent home to parents:

CALIFORNIA RIGHT-TO-READ PROJECT

Parent Questionnaire

	Very Much	A Little	Not At All	No Response
1. Does your child like the summer reading program?	276(79%)	65(18%)	4(1%)	4(1%)
2. Does your child tell you about summer school?	200(57%)	135(39%)	10(2%)	4(1%)
3. Has your child's reading improved this summer?	205(59%)	128(37%)	3(.08%)	13(3%)
4. Does your child read more at home this summer?	139(40%)	172(49%)	20(6%)	18(5%)

	Yes	No	Maybe	No Response
5. Is your child benefiting from the summer program?	340(97%)	2(.05%)	0	6(2%)
6. Has your child made new friends this summer?	335(96%)	9(3%)	0	5(1%)
7. Would you send your child to the summer program next year?	324(94%)	11(3%)	5(1%)	9(2%)
8. Have you received information about the summer program?	141(40%)	197(56%)	0	11(3%)
9. Did you visit the school this summer?	130(37%)	209(59%)	0	10(3%)

TOTALS (All Four Schools)

Number of responses: 349

	Very Much	A Little	Not At All	No Response
1.	276	65	4	4
2.	200	135	10	4
3.	205	128	3	13
4.	139	172	20	18

	Yes	No	Maybe	No Response
5.	340	2	1	6
6.	335	9	0	5
7.	324	11	5	9
8.	141	197	0	11
9.	130	209	0	10

A study of the 349 responses, many of which represented two or more enrollees in the program, may be summarized as follows:

Parents perceived that:

Their children liked the summer reading program (97%)

Their children benefited from the program in one way or other (97%)

Their children's reading improved (96%)

Their children read more at home during the summer (89%)

Parents learned about the progress of the summer program from:

Their children's conversation (96%)

Information sent home from the school (96%)

Personal visits to the school (37%)

It is significant that only 11 parents (3%) would not send their children to a similar program during a forthcoming summer.

Typical comments from parents:

"Wish there were a Reading Program a few years back for my older son"

"Excellent, dedicated teachers"

"Should have a progress note after the first two weeks"

"It's the first time since first grade that getting E to school hasn't been a hassle"

"I haven't met any teachers but they must really be excellent, dedicated people as I find it remarkable that my child has improved so much"

"I wish you had this program every summer. Also I wish she could go there everyday for she does need special help. Thanks"

"I wished that my son would bring different types of reading material home so he could study"

"He met new friends. The program has been a great help to all children who had some handicaps in reading"

"My husband and I very much appreciate this opportunity to turn T on to Reading. The program must be great as she has not wanted to miss a day of class"

"Only comment I would like to make is the fact that M's teacher promised to give him some books to read and as of this time she has not"

"He really likes this program and wants to participate. This is the first time he's ever been interested in reading. I sincerely appreciate this program"

"This project should be continued next summer"

"Wonderful work from everyone. It's good to see someone cares for 'The Young Who Can't Read.' Sorry I couldn't get away to help"

"I think it's good for kids to have a program like this"

"Well for my part I think my son improved a great deal. And also I think a Reading Program will be helpful for children all year round. I mean school time, too"

"I feel there could have been more communication between parents and school"

"I think you should give some homework"

"My child is a shy boy, and a small class such as this summer program is easier for him"

"It helped a lot especially foreigners like us"

"I think his reading is improving some from looking over the papers he brought home"

"To hear lectures at museums are boring for my 3rd grader, and it takes too long getting there and back, buying ice creams, etc. ... and finally missing the ice cream because they ran out of it"

"I hope you have the reading program next summer"

"It is my belief that more such programs should be available for youth who so definitely need assistance in their reading, etc"

"The individual help she is receiving has been remarkable. She is very pleased with the teacher and enjoys the after-school program. For her to like a teacher as much as she does is indeed a sign of progress"

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

A. CONCLUSIONS

1. Achievement analysis (as shown in Chapter Three)indicates that the California Right-to-Read Project justified its existance this summer and merits consideration for further espansion.

2. It was found that it proved more successful when two or more Centers were located in the same city.

3. It would appear from almost unanimous staff reaction that one of the most significant factors contributing to the success of the program was the volunteer (receiving stipend,no salary) teaching staff, who wanted to be with the children.

4. Observations indicate that poorly motivated students are able to achieve when sufficient individualized attention is provided. Furthermore, such children can be motivated to learn in a program of individualized instruction. As a corallary, fewer behavioral problems were observed in this type of child.

5. It would appear that the personnel organizational structure designed for this program contributed toward it's success.(See Appendix D)

6. It was found that the interracial distribution of student population was a factor contributing to the success of the program.

B. RECOMMENDATIONS

1. It is recommended that the California Right-to-Read Project be continued and expanded to include more Centers in additional other cities throughout the United States.

2. It is recommended that Coordinating, Administrative and Teaching staff have expanded opportunities to work together prior to the initiation of the Project.

3. It is recommended that materials to be utilized in the Project be purchased at least four months prior to the initiation of the Project.

4. It is recommended that teaching staff be involved in the selection of instructional materials and the planning of in-service training.

5. It is recommended that the Director or Coordinator be hired prior to the planning stages of the Project .

6. It is recommended that an Evaluator be hired, whose responsibility is evaluation and reporting.

7. It is recommended that instructional materials purchases be increased.

8. It is recommended that supply purchases be increased.

9. It is recommended that a nutritional program be included in the Project.

10. It is recommended that Teacher Training Institutions continue to be affiliated with the Project.

11. It is recommended that more time be provided prior to the initiation of the Project for pupil diagnosis, individual teacher preparation and familiarization with instructional materials.

12. It is recommended that during the planning stages of the Project, teacher competencies be surveyed in order t o include teachers in curriculum development.

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APPENDIX A

March 19,1970

Mr. Lowell Heath
Community Relations Officer
Bank of America
World Headquarters
San Francisco, California

Dear Mr. Lowell:

This summer the Department of Education of the Archdiocese of San Francisco will be operating a special language development program for educationally disadvantaged public and parochial school children of the inner city. The summer project, in which teaching sisters from all over California will donate their professional services, is a federally supported"Right to Read"pilot program of the U.S. Office of Education in California.

We are very hopeful that you will accept this invitation to be a member of the Advisory Commission to the "Right to Read"Project. In addition to yourself, invitations for Advisory Commission membership have been extended to seven other prominent Californians in public education and private industry. Advisory Commission members will be asked to make suggestions for program improvement to the projects' administrative staff before and during the summer operation. We anticipate that the Commission will meet two or three times between April 1st and August 15th.

The Advisory Commission will be meeting for luncheon and a description of the program on Friday, April 17th, at St. Agnes Faculty Residence, 755 Ashbury Street in San Francisco (1 p.m. to 3 p.m.).

We hope that you will accept a seat on the "Right to Read" Project Advisory Commission and will join us at our initial meeting. A reply card is enclosed for your convenience.

Your generosity in helping us launch this educational service for disadvantaged youth is gratefully appreciated.

Very truly yours,

Joseph P. McElligott
Education Representative

JPM/ps
Enclosure:

APPENDIX B

March 20, 1970

Sister Bernadette Giles, P.B.V.M.
Department of Education
Archdiocese of San Francisco
443 Church Street
San Francisco, California 94114

Dear Sister:

The following is a list of the people we have invited to be members of the Advisory Commission to the "Right to Read" Project.

Mr. Patrick King, President
San Francisco Teachers Association

Mr. Lowell Heath
Community Relations Officer
Bank of America

Mr. S.G. Worthington
Public Relations Director
Pacific Telephone Company

Mr. Leo Lopez
Director, Division of Compensatory Education
State Department of Education

Dr. Robert Jenkins, Superintendent
San Francisco Unified School District

Mr. James Ballard, President
San Francisco Federation of Teachers

Mrs. Bernice Brown
San Francisco, College for Women

We are also enclosing a copy of the letter of invitation that was sent to each of these people, as well as a copy of the enclosure card to be returned to you.

Very truly yours,

Joseph P. McElligott
Education Representative

JPM/ps
Enclosure:

APPENDIX C

April 21, 1970

Mr. Joseph McElligott
Archdiocese of San Francisco
Department of Education
443 Church Street
San Francisco, California 94114

Dear Mr. McElligott:

I want to tell you how very much I enjoyed the lunch and meeting last Friday, held in connection with your Project Read Well. The intellectual stimulation and excitement of Project Read Well hold every promise of making it both beneficial to the students who will be served this summer and of being helpful to schools throughout the country.

It is very rewarding to be part of such a project.

Please let me know if I can do anything more to be of help.

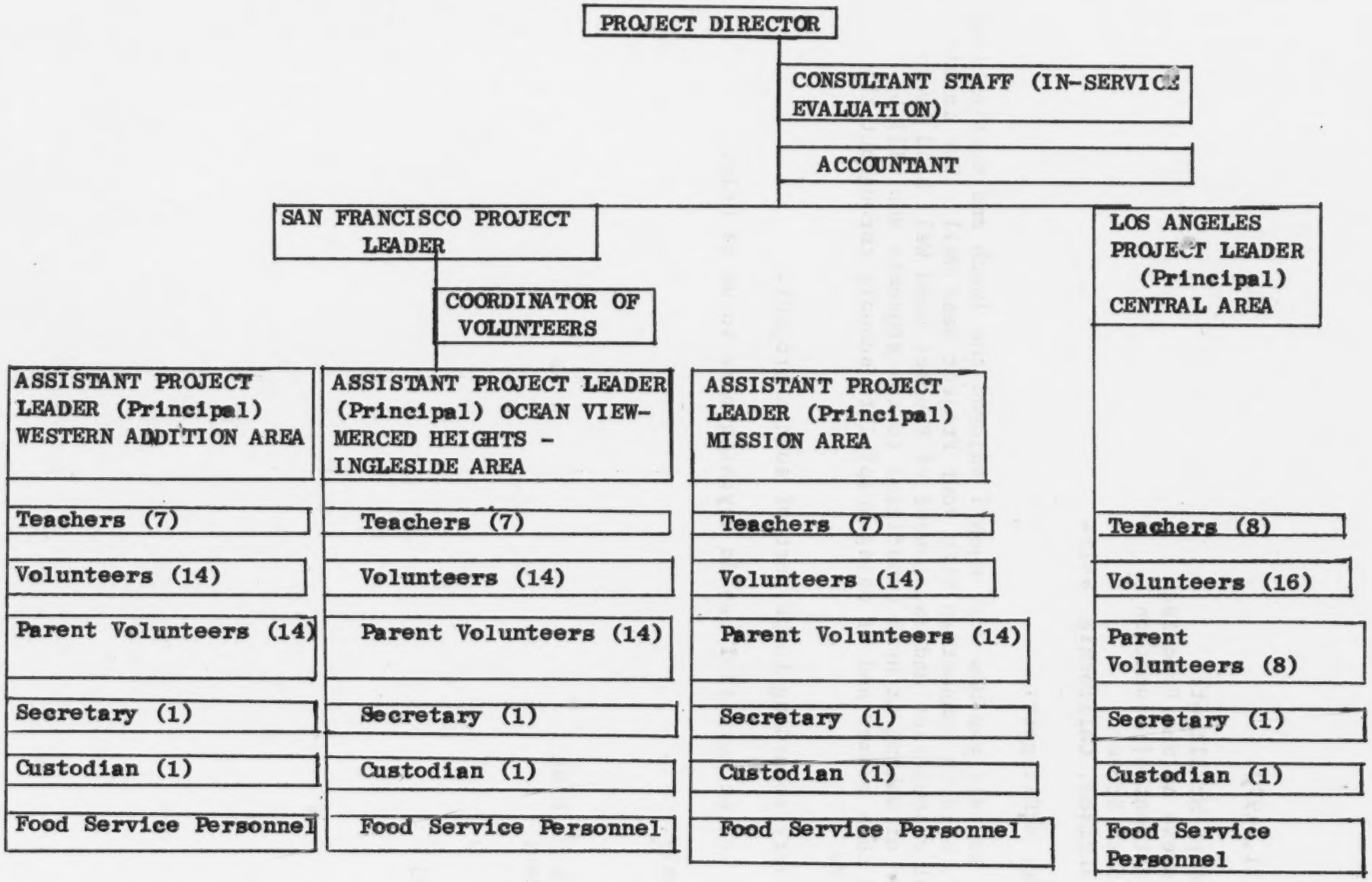
Sincerely,

Patrick H. King
President

PHK:rej

APPENDIX D

CALIFORNIA RIGHT TO READ PERSONNEL ORGANIZATIONAL CHART



APPENDIX E

March 16,1970

MINUTES OF THE MEETING OF THE PROJECT PLANNING TASK FORCE
March 13, 1970

Members present: Joseph McElligott, Sister Bernadette Giles, PBVM, Sister Margaret O'Rourke, DMJ, Miss Mary K. Abbott

Advisory Board Membership

The composition of this policy making group was discussed. It was decided that representation from the following segments of education or education support groups be included:

State Department of Education: Divisions of Program Development and Community Relations, Office of Compensatory Education
Contact: Leo Lopez

Parochial Schools: Reverend Bernard A. Cummins, Superintendent of Schools, Archdiocese of San Francisco

Public Schools: Representative as designated by Dr. Robert Jenkins and Mr. Isadore Pivnick, San Francisco Unified School District

University: Bernice Brown, San Francisco College for Women
Lois A. Caprivizia, San Francisco State College, Frederick Burk School and AB 1331 PreSchool Program

Private Industry: Representatives to be invited from major corporations in San Francisco to a Management Support Group Luncheon on Friday, April 17, 1970 (1:00 pm), St. Agnes School

Staff Selection

Letters of recommendation will be forwarded to Sister Margaret.
Mr. McElligott will send application blanks to every school in the Bay Area and in other urban centers in California. Recruiting efforts will be concentrated on California based personnel.
As applications come in , members of the Task Force will read and comment on the suitability of the applicants, as matched against the criteria in the proposal.
A final meeting for the selection of the total staff and the making of school assignments will take place on Thursday, April 9, 1970 (12:15 pm). The Task Force will act as the selection committee.

Selection of Students

Bay Area: from target area plus OMI schools only
Public schools 28 target area (as feasible by school sites) 5 OMI
Parochial schools 13 target area (as feasible by school sites) 2 OMI

Total enrollment for San Francisco Centers: 425 students, approximately 140 per center

Grade levels to be served: 1-6, 1969-70 school year

After surveying student applications, it may be advisable to concentrate more teachers at one school; this would be possible. There are seven teachers assigned per school. The class size will be adjusted by the level of the children. Primary children will be grouped by achievement, as will intermediate children. Some class sizes may run more than 20, and some may be less. Each teacher will have one volunteer teacher's aide and one volunteer parent as assistants. In the past, many of the summer program volunteers have been professional teachers.

Feeder patterns

St. Michael's Center: St. Emydius, Ortega, Farragut, Ortega, Commodore Sloat, Sheridan

St. Agnes Center: St. Dominic, Sacred Heart, Dudley Stone, Anza, Emerson, Golden Gate, Raphael Weill, John Muir

St. Joseph Center: St. Charles, St. Peter, St. Teresa, Morning Star, John Swett, Bessie Carmichael/Lincoln, Marshall and Annex, Harthorne, Bryant, D.Webster/IM Scott, Patrick Henry, Buena Vista

Ratio of students shall be 1/3 parochial to 2/3 public school. If not enough applications are received to maintain this ratio, the distribution shall be on a first-come, first-served basis.

Characteristics of students: Criteria for selection shall be

year or more below grade level
without serious emotional or physical handicaps
with the potential to reach grade level achievement in reading

Recruitment of students

A letter will be sent to all eligible schools (Miss Abbott will take care of public schools) informing them of the program and asking the staff to recommend students for inclusion. Sister Bernadette will follow up by visiting each school and explaining the program further. Application forms will be given to each school; certain information will be requested on each student enrolled in the program. Parental permission and the guarantee that the student will attend for the full five weeks will be required before any student is admitted to the program. There will be no money for transportation , so each student will have to furnish his own.

Purchasing

Should be done as soon as account is set up. Delivery in Sister Bernadette's name will be made to Catholic School Purchasing, and they in turn, will get it to the schools. Mis Abbott will take care of purchasing all of the instructional materials for San Francisco ($4000.00)

Curricular approaches

Articulation with public school program is desirable. In view of this, plus individualization possibilities, the curricular approaches stressed in the program will be

Sullivan Programmed Reading
Language Experience Approach
Multi-media Emphasis
Individualized Reading through Paperbacks
Individualized Mathematics Materials
Emphasis selected by each school staff, if desired

InService Education

Week of June 22 plus two additional half-days will be planned and done by Miss Abbott. Publisher's consultants will be used. The volunteers will participate in some of the in-service training. If possible, testing will be scheduled during this week so that instruction may begin the first day of school.

Evaluation

It may be possible to use USF as a source of evaluation help. Sister Margaret will follow up on this. Miss Abbott will draw up an evaluation design for Mr. McElligott. Some interviewing and anecdotal material should be included in the evaluation, as well as standardized pre-and post-tests.

Volunteers

Recruitment has begun through the Social Justice Committee. Parent volunteers will be recruited as the students are selected. In addition, letters will be sent to the Education Departments of the various colleges, asking that they assign students doing field work to the program for the summer.

APPENDIX F

ARCHDIOCESE OF SAN FRANCISCO
Summer Program, 1970
INDIVIDUAL APPLICATION FORM

- Volunteers are encouraged to apply for more than one position and to indicate their preferences by number (e.g. 1=first choice).

- A federal stipend of $75.00 per week is available for support of personnel involved in the research project. Support for the summer volunteer program is limited with the financial burden falling primarily upon individual parishes involved.

- Two letters of recommendation are required for any applicant for research project placement. The letters should be from school principals, education directors of a religious community, grade level coordinators or curriculum superivsors. In selection of research project teachers preference shall be given to individuals with:
  (a) a minimum of two years of experience in inner-city teaching and
  (b) successful experience and interest in the teaching of reading

- Candidates for administrative placement in the research project must have had three years in inner-city school administration, an interest in language arts curriculum development, and a familiarity with inner-city education in San Francisco. Secretaries for the research project must have typing proficiency.

- Time Schedule for both San Francisco Summer Programs:

	Right to Read Research Project	Summer Volunteer Program
June 22 through June 26	Pre Service Education 5 full days	Orientation
June 29 through July 21	Operational Program with Children-3 to 3 1/2 hr.minimal insturctional day	Operational Program with children-hrs. of instruction to be determined
August 3 through August 5	Evaluation of Research Project Composition of Evaluation Report	

NAME

/___/Brother /___/ Sister /___/ Father /___/ Mr. /___/Mrs.

/___/Miss

_____ _____
(Last Name) (First Name or Religious Name)

Name of religious order, congregation, or community_____

Present school assignment_____ _____
(Name of School) (Grade level)

Present residential address_____

_____

Present telephone number - school_____residence_____

Age_____Highest Degree Held_____

California Teaching Credential?_____ _____
(yes) (no)

Number of years teaching experience_____

Number of years administrative experience_____

I am intersted in serving in one or more of the following positions:

(Please note: $75.00 per week stipend is provided in the research project only; support in the summer volunteer program will vary and is dependent upon the resources of individual parishes.)

"RIGHT TO READ" RESEARCH PROJECT

/___/ administrator (principal)

/___/ coordinator of paraprofessional aides

/___/ teacher; elementary grade level Preference_____

/___/ secretary

SUMMER VOLUNTEER PROGRAM

/___/ teacher; elementary grade level preference_____

_____

APPENDIX G

April 23, 1970

Dear

The Selection Committee of the Summer Reading Research Project is happy to inform you that you have been selected as a teacher participant in the program.

The dates for the summer session are as follows:

June 22 to June 26 ... Pre-service education (5 full days)

June 29 to July 31 ... Operational program (3 to 3 1/2 hr. minimal instructional day)

August 3 to August 7 .. Evaluation of Research Project

You will be informed at a later date as to the place where the pre-service sessions will be held.

You will be teaching in _____ School which is located at

_____ in San francisco. Specific class assignments will be made by the principal of your school as soon as the children in the program have been identified as to age and abilities.

We are grateful to you for your interest in our summer intervention program. We recognize that you have much to give to inner-city children and we feel that you will in turn receive a great deal from them. May God bless you and all you will do for His little ones in the summer to come.

Cordially yours,

_____
Joseph McElligott
(for the Committee)

JMcE:mo

for Research Project applicants only -

Briefly describe your past experience in inner-city teaching or administration, and your special interest in language arts curriculum.

APPENDIX H

April 23, 1970

Dear

The Selection Committee of the Summer Reading Research Project wishes to inform you that you have not been appointed to teach in the summer program.

We are grateful to you for sending in your application and only wish that there were more centers in operation in which we could place you and all the other excellent teachers who applied. Perhaps this Summer's venture will open up additional opportunities in the future.

Meanwhile, we remind you that there are a number of voluntary, non-funded programs operating at the parish level in the following areas in San Francisco:

St. Agnes School 755 Ashbury Street San Francisco, CA 94117	All Hallows School 1601 Lane Street San Francisco, CA 94124
Sacred Heart School 735 Fell Street San Francisco , CA 94117	St. Dominic's School Pine and Steiner Streets San Francisco, CA 94115
St. Kevin's Parish 704 Cortland Avenue San Francisco, CA 94110	Convent of the Sacred Heart 2222 Broadway San Francisco, CA 94115

If you wish more information on these projects, contact Sr. Margaret O'Rourke at the Archdiocesan Department of Education (552-3620).

Cordially yours,

_____

Joseph McElligott
(for the Committee)

JMcE:mo

APPENDIX I

Summer, 1970

RIGHT-TO-READ PROGRAM

Calendar for In-Service Training Sessions

Monday, June 22

8:30 - 10:15		Opening Session Introductions Program Description: Mr. Joseph McElligott The Potential of the Program: Mr. Pat King, Advisory Committee Member Business Matters: Mr. McElligott
10:15 - 11:30	A.	The Individualized Reading Approach: Miss Mary Abbott (AV Room)
	B.	Meeting of Principals (Multi-Purpose Room)
11:30 - 12:30	A.	The Language Experience Approach, Grades 1-6: Miss Patricia Dignan (AV Room)
	B.	The Language Experience Approach, Grades 7-8 Miss Mary Abbott (Multi-Purpose Room)
1:30 - 3:30	A.	Techniques of Individualization, California Teacher Development Program
	B.	Meeting of Principals (Community Room)

Tuesday, June 23

9:00 - 12:00	Techniques of Individualization, CTDP

Wednesday, June 24

9:00 - 12:00		Using Programmed Materials in Reading and Math: Mr. Dave Whiting
1:00 - 4:00	A.	Evaluation Design: Sister Anne Terese, P.B.V.M. Testing and Diagnoisis: Miss Mary K. Abbott
	B.	Workshop for New Teachers' Aides: Sister Margaret O'Rourke, D.M.J.

Thursday, June 25

	School Sites
9:00 - 11:30	Group Testing
12:30 - 4:00	Individual Testing

Friday, June 26

	School Sites
9:00 - 12:00	Individual Testing
1:00 - 3:30	Faculty Meeting: 1. Assignment of teachers, aides and students 2. Special plans for eacl. school

APPENDIX J

Summer, 1970

Dear

We are very happy to have you as part of our "team" for this special summer program. The week of June 22nd is inservice week. We would like all of our volunteer personnel present at St. Agnes'School, 755 Ashbury Street, San Francisco, on Wednesday morning, June 24. All volunteers should be present at their schools on Thursday and Friday mornings, June 25, 26, for student testing. We are looking forward to a most fruitful summer together.

Sincerely,

_____

Principal

Monday, June 29	
9:00 - 12:30	Instruction begins at each Center
1:30 - 2:30	At St. Agnes: Diagnosis and Prescription
2:30 - 3:30	Individualization in Reading, cont'd
Tuesday, June 30	
9:00 - 12:30	Classes continue
1:30 - 3:30	At St. Agnes: Language Experience: the Multi-Media Approach
Wednesday, July 1	
1:00 - 3:00	Faculty Meeting, St. Agnes: Using Sullivan materials: Miss Jan Garnett
Thursday, July 2	
1:00 - 3:00	Faculty Meeting, St. Joseph: Using Sullivan materials: Miss Garnett
Friday, July 3	
1:00 - 3:00	Faculty Meeting, St. Michael: Using Sullivan materials: Miss Garnett
Wednesday, July 8	
1:30 - 3:30	Meeting for entire staff at St. Agnes School: Continuing with the Sullivan materials

Other meetings will be called as necessary. Each teacher must allow 20 - 30 minutes each day for planning time with the aides working with her.

APPENDIX K

June 29, 1970

Sister Enda Creegon, DMJ
St. Michael School
55 Farallones Street
San Francisco, California 94112

Dear Sister:

Since the proposal for the "Right-to-Read" program included the use of parents as volunteers, we are enclosing a form letter to be distributed among the parents of the children enrolled in your school as a means by which to recruit volunteers for the program.

Cordially yours,

Sister Margaret O'Rourke, DMJ
Coordinator of Volunteers

MO'R/mo

APPENDIX L

Summer, 1970

Dear Parents:

The proposal for the "Right to Read Project" included the use of parents as volunteers.

Now that our summer reading program has been launched, we are in a position to recruit your services if you are able to give any time to the program.

In order to be able to develop this phase of the project, we ask you to fill out the blanks below and return at once to school.

S/ Sr. Margaret O'Rourke
Coordinator of Volunteers

.....

1) I will be able to volunteer some time: Yes_____ No_____

2) I will have time on the following mornings:
Monday_____Thursday_____

Tuesday_____Friday_____

Wednesday_____

3) I have had previous experience as a teacher or teacher's aide:
Yes_____ No_____

4) I would like to help but need further training_____

_____
Signature

_____
Address

_____
Phone Number

_____
School

APPENDIX M

SAMPLE TIME SCHEDULE

9:00	Roll Call
9:10	Reading (Three groups rotate from teacher to individual work to work with an aide)
10:30	Recess
11:00	Math or Language Arts
11:30	Music
11:45	Literature
12:00	Dismissal

APPENDIX N

SAMPLE TIME SCHEDULE

(This time schedule may and can be flexible according to daily class necessities.)

9:00	Yard assembly for beginning of school
9:05-9:10	Business Period (roll check; announcements; et alii)
9:10-10:30	Basic Reading Session
	1. Dismember into reading groups (Eight pupils hold session with two student-teachers from USF.)
	2. Group Teaching
	3. Individualized reading exercises
	4. Teacher-pupil reading check-up conferences
10:30-11:00	Recess (optional for pupil) (Pupils remaining inside will be given teacher aid and/or perform independent reading.)
11:00-11:30	Mathematics Session
11:30-12:00	Teacher-Class Activity
12:00	School Dismissal

APPENDIX O

SAMPLE DAILY SCHEDULE

9:10-9:30	Group 2 - teach from board or using filmstrip Group 1 - work on Sullivan Reader
9:30-9:50	Group 1 - teach from board or using filmstrip Group 2 - work in Sullivan Reader
9:50-10:10	Observe and help both groups working in reader
10:10-10:30	Some activity together listening to record filmstrip fairy tale read Charlotte's Webb
10:30-11:00	Recess
11:00-11:30	Arithmetic
11:30-12:00	Some activity together work game filmstrip singing read to them
12:00	Dismissal

APPENDIX P

California Right-To-Read Project

Evaluation Schedule

Wednesday, Thursday, Friday, July 29,30,31
(any two days):

1. Individual and group post-testing
   Wide Range Achievement
   Gates-MacGinitie

2. Sullivan Placement test will not be given again. Please record the level of the book in which the child is working on the last day.

Monday, August 3: Work at individual schools. Completion of:

1. Absentee testing

2. Scoring of tests

3. Recording of the test scores

4. Student summary sheets

5. Clean-up of classrooms

Tuesday, Wednesday, August 4,5:

Evaluation work sessions at St. Agnes School Cafeteria.
Meeting at 9:30 a.m.

Note:

1. Be sure age and grade level as of June, 1970 are recorded on test score sheets.

2. For purposes of planning: We expect to complete the final evaluation by 3:00 p.m. on Wednesday, August 5.

APPENDIX Q

California Right-To-Read Project

Evaluation Schedule

August 4, 1970

9:30 A.M. OVERVIEW OF EVALUATION PROCEDURES

Group Assignments

Individual Check Sheets

10:15 A.M. EVALUATION OF TESTING PROGRAM

Test Instruments

Scheduling

11:00 A.M. EVALUATION OF INSTRUCTIONAL PROGRAM

Materials

Supplies

12:30 P.M. LUNCH

1:30 P.M. EVALUATION OF INSTRUCTIONAL PROGRAM (Cont.)

Methods

Scheduling

N.B. THE ABOVE MEETING WILL BE IN SMALL GROUPS. PLEASE SEE ASSIGNMENT SHEET FOR ROOM LOCATIONS. IT IS HOPED THAT TODAY'S WORK WILL BE COMPLETED BY 3:00 P.M.

APPENDIX R

California Right-To-Read Project

Evaluation Schedule

August 5, 1970

SMALL GROUP ASSIGNMENTS AND ROOM LOCATIONS WILL CONTINUE DURING THE MORNING SESSION.

9:30 A.M. EVALUATION OF ATTITUDES AND BEHAVIOR

EVALUATION OF PUPIL SELECTION PROCEDURES

12:00 A.M. LUNCH

1:00 P.M. EVALUATION OF STUDY TRIPS AND CULTURAL ACTIVITIES

EVALUATION OF THE INSTRUCTIONAL AIDE PROGRAM

THE AFTERNOON SESSION WILL BE FACULTY GROUPINGS IN THE FOLLOWING LOCATIONS:

ST. AGNES - EIGHTH GRADE CLASSROOM

ST. JOSEPH - NURSE'S ROOM

OUR LADY QUEEN OF ANGELS - LIBRARY

ST. MICHAEL - STUDY

IT IS HOPED THAT THE EVALUATION PERIOD WILL BE COMPLETED BY 3:00 P.M. OR BEFORE. FINAL STIPEND CHECKS WILL BE DISTRIBUTED AT THAT TIME.

APPENDIX S

Summer, 1970

Dear Parents:

The proposal for the "Right to Read Project" included the use of parents as volunteers.

Now that our summer reading program has been launched, we are in a position to recruit your services if you are able to give any time to the program.

In order to be able to develop this phase of the project, we ask you to fill out the blanks below and return at once to school.

S/ Sr. Margaret O'Rourke
Coordinator of Volunteers

---

1) I will be able to volunteer some time: Yes_____No_____

2) I will have time on the following mornings:
Monday_____Thursday_____

Tuesday_____Friday_____

Wednesday_____

3) I have had previous experience as a teacher or teacher's aide:
Yes_____No_____

4) I would like to help but need further training_____

_____
Signature

_____
Address

_____
Phone Number

_____
School

APPENDIX T

Summer, 1970

Dear Parent:

We are happy that your child is a part of the Summer Reading Program. We would like to know how you feel about the program. Please help us by answering the questions below, and asking your child to return this form to the teacher tomorrow. Thank you.

Please check an answer for each question.

	VERY MUCH	A LITTLE	NOT AT ALL
1. Does your child like the Summer Reading Program?			
2. Does your child tell you about summer school?			
3. Has your child's reading improved this summer?			
4. Does your child read more at home this summer?			

Please circle your answer to each question.

5. Is your child benefiting from the Summer Reading Program? Yes No

6. Has your child made new friends this summer? Yes No

7. Would you send your child to the Summer Reading Program next summer? Yes No

8. Have you received information about the Summer Reading Program? Yes No

9. Did you visit the school this summer? Yes No

10. How do you think the Summer Reading Program has helped your child?

_____

_____

Please make any additional comments or suggestions you wish.

_____

_____

_____

APPENDIX U

DEPARTMENT OF EDUCATION

Archdiocese of San Francisco
443 Church Street
San Francisco, California 94114
(415) 552-3620

May 18, 1970

Reverend Albert Jonsen, S.J.
University of San Francisco
San Francisco, California

Dear Father Jonsen:

Those of us who are working on the Right to Read Research Project for the coming summer were happy to talk with a member of your Education Department, Miss Barbara Schmidt, who has excellent plans for the collaboration of USF in the program. If her proposals have not yet filtered up to your desk, I suggest that your promise to the Haight-Ashbury community will in part be fulfilled in the reading program. You might get your PR man on the job, too. It might make your students happen to know that the "gown" is really going to the "town" this summer'

Cordially in J.C.,

APPENDIX V

Article Appearing In San Francisco Examiner

U.S. Funding Church-Run 'Right-to-Read' Program

By Jim Wood
Education Writer

The Archdiocese of San Francisco is operating what its administrators believe is the first church-run education project directly funded by the federal government.

Called the Right to Read project, it has been awarded $40,000 by the U.S. Office of Education.

The teachers, Roman Catholic nuns and lay teachers from the parochial schools, are receiving $75 a week for maintenance but no salary.

Three centers have been furnished by the archdiocese: St. Agnes Center, 755 Ashbury St.; St. Joseph's Center, 220 10th St.; and St. Michael's Center, 55 Faralolnes Ave.

Making History

The project is making educational history because federal funding of church and private school projects has been vigorously opposed by such groups as the 1.1 million member National Education Association.

Civil liberties groups also have expressed grave doubts about federal aid to church schools on grounds that it may conflict with the doctrine of separation of state and church.

But visiting the Right to Read project in San Francisco, and outside observer can't help wondering what the fuss is about.

Teams of teachers and volunteers are working with groups of about 15 students each, using materials purchased with money from the grant. The materials are non-sectarian, many of them the Sullivan series used in the public schools.

No Religious Training

There is no religious training offered, although the schools do have the normal furnishings of a Roman Catholic classroom, including religious statues.

The classes are open to all children in the area, regardless of faith, and although the project fell short of its goal of two thirds non-Catholic enrollment, public school students were sought and encouraged to take the classes.

The children were tested upon entering, to determine their reading and math skills, and will be tested again at the end of the program this week. The testing will conform with standards set by the national Right to Read project and the U.S. Office of Education.

The end result of the project will be a practical handbook compiling a record of the procedures used in planning, operating and evaluating the project. The document, to be ready in October, will be distributed to Catholic and other private schools interested in cooperating with public schools

APPENDIX W

Article Appearing In National Catholic Reporter

$40,000 To Archdiocese

By William Steif
Special to the National Catholic Reporter

Another move at the federal level which may have equal significance was the U.S. Office of the Education's $40,000 award in March to the Education Progress center of the San Francisco archdiocese to enlist Catholic school sisters to teach reading to 550 disadvantaged children in a special five-week summer course.

From the sisters' work will be developed a handbook for Catholic schools to use in working with public schools on similar programs. It is the first time federal education officials have brought the Catholic schools into this kind of program, in even a modest way.

There are other signs of breakthrough, too. For example, an arm of that bastion of the pbulic school, the National Education association, is joining with the National Catholic Educational association in co-sponsoring a five-day symposium at Georgetown university in June.

The flurry of activity raises several questions.

(U.S. Funding Church-Run 'Right-to-Read' Program article cont.)

in running a similar summer school program.

2-Fold Purpose

The five-week program is designed to see if youngsters from the inner-city can benefit from a summer reading program. But it also, in San Francisco, is designed to see if parochial school teachers can conduct such a program sucessfully.

In an average day, there are 95 minutes for reading and language arts, 30 minutes for mathematics and an hour for "enrichment" and recreation.

The youngsters, who range from second to seventh graders, are encouraged to relax about their school work. Absenteeism is low, which makes the sisters believe that interest and morale is high.

APPENDIX X

Article Appearing In San Francisco Monitor

Archdiocese Gets $40,000 Grant For Remedial Reading Centers

By Marilyn McNulty

Do you like working with children? Particularly children with reading problem?

Then you have the unique opportunity to help in a summer "right-to-read" program in San Francisco that may be adopted by other dioceses across the United States.

Joseph P. McElligott, education representative for the Catholic schools of California in Sacramento, recently submitted a proposal to the U.S. Commissioner of Education, stating that parochial school teachers and facilities could be used to help public schools with the reading problems of disadvantaged youth.

The proposal also outlined the details and a budget for such a program.

As a result, the Archdiocese of San Francisco has received a $40,000 grant from the U.S. Office of Education to establish three remedial reading Centers in San Francisco and one in Los Angeles for 550 inner city children.

McElligott submitted the proposal at the request of Father Bernard Cummins, archdiocesan superintendent of schools.

McElligott is director of the pilot project, and in San Francisco Sister Bernadette Giles, PVBM, is project leader. She will be assisted by Mary K. Abbott who will select materials for the program and conduct an in-service training program for the staff. Sister Margaret O'Rourke, DMJ, is coordinator of volunteers.

In a Monitor interview, Sister Bernadette, who added a touch of dash to her black suit by draping a black and white checked scarf around her neck, spoke enthusiastically about the "right-to-read" project.

"We're not trying to compete with public schools in any way," she said. "Our purpose is to reach an additional number of youngsters who would otherwise not be in a remedial reading program."

The three Centers in San Francisco will be at St. Agnes which will serve the Western Addition; St. Joseph, the Central City and Mission area; and St. Michael, the Ocean View-Merced Heights-Ingleside area. Each Center will recruit students from public, parochial and private schools in its area

Sister Bernadette said,"There will be a total of 140 children at each Center. About 94 public school children and 46 parochial children will be served at each location."

She pointed out that to be eligible for the program a child must be at least one year behind in reading.

The Centers will take children in grades one through six and there will be no tuition charge for the summer project. Classes will start at 9a.m. and end at 12:30p.m. beginning June 29 and running through July 31.

"Although the emphasis will be on reading skills, there will also be time for enrichment activities including drama,art, ethnic studies, music and science," she said. "Some type of refreshment will also be served."

At each Center there will be seven teachers. "We're mailing applications to parochial school teachers throughout California to recruit teachers who have had

(Archdiocese Gets $40,000 Grant For Remedial Reading Centers Article cont.)

experience working with inner city children."

Sister Bernadette issued a plea for teachers' aides and for volunteers to help with field trips plus the refreshment program. "Some children will need to be worked with on a one-to-one basis and we'll need several volunteers to do this."

She emphasized that the children will be tested before and after the project to determine their progress. "We also plan in September to visit the schools of the children attending the right-to-read program to share our information and project reports."

After the project has been completed a handbook describing the program will be sent to all Catholic schools in California as well as public school superintendents and California congressmen.

It will also be sent to all Catholic school systems in the United States and the U.S. Office of Education.

In addition to the "right-to-read" project, the Archdiocese is conducting its "Summer of Love" program for the third summer. It will be held at All Hallows, Convent of the Sacred Heart, St. Kevin, St. Dominic and Sacred Heart.

The "Summer of Love" is a less formal program than the "right-to-read" project and runs from four to six weeks. Courses are offered in math, science, reading, music, arts and crafts, and Bible study. Sports and games are usually held in the afternoon. Some schools also incorporate adult education in the program.

Sister Margaret O'Rourke is accepting applications for both the "right-to-read" project and the "Summer of Love" program. If you would like to "give" part of your time this summer to either program, call Sister Margaret at the Dept. of Education, 552-3620.

APPENDIX Y

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington, D.C. 20202

August 18, 1970

Sister Vivian
Saint Agnes Elementary School
755 Ashbury Street
San Francisco, California 94117

Dear Sister Vivian:

A prolonged absence from Washington, including a brief vacation with my family, contributed to my neglect in acknowledging our pleasant visit three weeks ago. I do apologize for not having expressed my appreciation to you and your staff and children before now.

While my visit to your "Right to Read" program was of such a short duration, I was very sensitive to the very warm and very eager atmosphere which pervaded the classrooms. I sincerely appreciated the opportunity to feel I was part of the Project, and to see the school staffs working with the children in such a fashion. The high degree of personal attention for each child was heartening.

Thank you very much for inviting me into your school. Joe McElligott promised me a challenging and rewarding day in San Francisco visiting the Project schools, and I was not disappointed.

Sincerely yours,

S/ Jim Steffensen

James P. Steffensen
Acting Chief, Organization and
Administration Studies Branch
Division of Elementary and
Secondary Education Research